

Students Training for Academic Readiness (STAR)



Year Four
Evaluation
Report

April 2011



Students Training for Academic Readiness (STAR)

Year Four Evaluation Report

April 2011

Prepared for
Texas Education Agency

Prepared By
Texas Center for Educational Research

Credits

Texas Center for Educational Research

The Texas Center for Educational Research (TCER) conducts and communicates nonpartisan research on education issues to serve as an independent resource for those who make, influence, or implement education policy in Texas. A 15-member board of trustees governs the research center, including appointments from the Texas Association of School Boards, Texas Association of School Administrators, and State Board of Education.

For additional information about TCER research, please contact:

Catherine Maloney, Director
Texas Center for Educational Research
12007 Research Blvd.
P.O. Box 679002
Austin, Texas 78767-9002
Phone: 512-467-3632 or 800-580-8237
Fax: 512-467-3658

Reports are available on the TCER website at
www.tcer.org

Contributing Authors

Texas Center for Educational Research

Katharine Rainey, M.P.P.
Catherine Maloney, Ph.D.
Daniel Sheehan, Ed.D.

Corporation for Public School Education K16 (cpse K¹⁶)

Omar Lopez, Ph.D.

Prepared for

Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701-1494
Phone: 512-463-9734

Research Funded by

Texas Education Agency

Copyright © Notice: The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

- 1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
- 2) Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA.
- 3) Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.
- 4) No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-9270 or 512-936-6060; email: copyrights@tea.state.tx.us.

Table of Contents for the Year Four STAR Evaluation

Executive Summary	i
Data Sources	ii
Major Findings.....	ii
Characteristics of Students Participating in STAR and Performance Indicators for STAR Schools in 2009-10	ii
STAR Implementation	ii
Raising Academic Standards	iii
Engaging Teachers and Students	iii
Increasing Student and Parent Access to Information	iv
Building School and Community Cultures that Support Academic Achievement	iv
Chapter 1: Introduction.....	1
STAR Purposes and Related Goals.....	2
Increased Access to Information.....	3
Advanced Academics	3
Educator Preparation.....	3
Family and Community Participation and Support.....	3
Project Goals.....	4
STAR Partner Organizations	4
Texas Education Agency	4
College of Education at Texas A&M University at Corpus Christi (TAMU-CC)	5
The College Board.....	5
The National Hispanic Institute (NHI)	5
Fathers Active in Communities and Education (FACE).....	5
Faculty Fellows Program	6
Data Sources	6
Site Visits to STAR Districts	6
Surveys.....	7
Demographic and Performance Data	9
The Ongoing Evaluation.....	10
Chapter 2: The Characteristics of STAR Schools.....	11
Characteristics of STAR Districts and Campuses.....	11
Districts and Schools	11
Student Cohort Characteristics	13
Educational Programs	14
Summary	16
Chapter 3: STAR Performance Indicators	17
STAR Campus Accountability Indicators.....	17
Accountability Ratings	17
TAKS Performance.....	18
Summary	20
Chapter 4: Measuring STAR Implementation	21
Measuring the Implementation of STAR.....	21
Raising Academic Standards	22

Engaging Teachers and Students	23
Increasing Student and Parent Access to Information	24
Building School and Community Cultures that Support Academic Achievement	24
Summary	26
Chapter 5: Raising Academic Standards.....	27
Data Sources: Academic Standards	28
Measuring Academic Rigor	28
Indicator Score: Higher Order Thinking Skills.....	29
Indicator Score: Subject Specific Instructional Strategies.....	29
Indicator Score: Student Engagement.....	32
Supporting Component Score: Academic Rigor.....	32
Measuring Curricular Alignment	34
Indicator Score: Vertical Teaming Strategies	34
Indicator Score: Vertical Team Meetings	35
Supporting Component Score: Curricular Alignment	37
Measuring Advanced Academics	39
Indicator Score: Advanced Course Completion.....	39
Indicator Score: AP Exam Participation and AP Exam Score (High School Only).....	40
Supporting Component Score: Advanced Academics	42
Core Component Score: Raising Academic Standards.....	43
Summary	44
Chapter 6: Engaging Teachers and Students.....	45
Data Sources: Teacher and Student Engagement	45
Measuring STAR Professional Development	46
Indicator Score: Teachers' Attitudes Toward Professional Development.....	46
Indicator Score: Teacher Participation in Professional Development Activities.....	47
Supporting Component Score: STAR Professional Development	48
Measuring Student Engagement in Schooling.....	50
Indicator Score: Student Participation in STAR Support Activities.....	50
Indicator Score: Student Attendance Rates.....	51
Supporting Component Score: Student Engagement in Schooling	52
Core Component Score: Engaging Teachers and Students.....	54
Summary	55
Chapter 7: Increasing Student and Parent Access to Information.....	57
Data Sources: Student and Parent Access to Information.....	57
Measuring Student Access to Information.....	58
Indicator Score: Student Informational Activities	58
Indicator Score: Students' Participation in Summer Programs	59
Indicator Score: Students' Awareness of Postsecondary Opportunities	60
Indicator Score: Students' Awareness of Entrance Requirements.....	62
Indicator Score: Students' Awareness of Financial Assistance	64
Supporting Component Score: Student Access to Information	67
Parent Access to Information.....	70
Indicator Score: Parent Access to Partial Information.....	70
Indicator Score: Parent Access to Full Information.....	71
Indicator Score: Parent Awareness of GEAR UP/STAR.....	72

Supporting Component Score: Parent Access to Information	73
Core Component Score: Increasing Student and Parent Access to Information.....	74
Summary	77
Chapter 8: Building School and Community Cultures that Support Academic Achievement	79
Data Sources: School and Community Cultures	79
Measuring the School Environment.....	80
Indicator Score: Leadership and Buy-In	80
Indicator Score: Innovative Environments	81
Supporting Component Score: School Environment.....	82
Measuring Parent and Community Support.....	83
Indicator Score: Parent and Community Engagement in School Activities	83
Indicator Score: Parents' Support of STAR Goals at Home.....	84
Indicator Score: Parents' Participation in School and STAR Activities.....	85
Supporting Component Score: Parent and Community Support	88
Core Component Score: Building School and Community Cultures that Support Academic Achievement	88
Summary	89
Chapter 9: Implementation Scores	91
Core Component Score	91
Implementation Scores.....	92
Summary	93
Chapter 10: STAR Partner Organizations.....	95
Data Sources	95
Pre-College Outreach Center (POC) at Texas A&M University-Corpus Christi (TAMU-CC)	95
The Role of College Access Coordinators (CACs)	95
Districts' Perceptions of the POC	96
Ongoing Implementation Plans.....	96
Faculty Fellows.....	96
Districts' Perceptions of Faculty Fellows	97
Ongoing Implementation Plans.....	97
The College Board	97
Districts' Perceptions of the College Board.....	97
Implementation in 2010-11	98
Fathers Active in Communities and Education (FACE).....	98
Districts' Perceptions of FACE	98
Implementation in 2010-11	98
National Hispanic Institute (NHI).....	98
Districts' Perceptions of NHI.....	99
Implementation in 2010-11	99
Summary	99
Chapter 11: Summary of Findings	101
The Characteristics Students Participating in STAR and Performance	
Indicators for STAR Schools	101
STAR Implementation	102
Raising Academic Standards	102
Engaging Teachers and Students	103

Increasing Student and Parent Access to Information	103
Building School and Community Cultures that Support	
Academic Achievement	104
STAR Partner Organizations	105
Discussion	105
The Ongoing Evaluation	105
References	107
Appendices	109
Appendix A: Results from the Spring 2010 Teacher, Counselor, Librarian Survey	109
Appendix B: Results from the Spring 2010 Parent Survey	149
Appendix C: Results from the Spring 2010 Middle School Student Survey	173
Appendix D: Results from the Spring 2010 High School Student Survey	199
Appendix E: Instruments and Protocols	227
Appendix F: STAR Goals and Objectives for the Statewide and District Programs	271
Appendix G: Implementation Analysis: Data Sources and Methodology	273
Appendix H: Implementation Analysis: Scoring Rubric	285
Appendix I: Advanced Course Performance Measures	293

Table of Tables

Table 1.1	STAR Student Cohorts by School Year and Grade	2
Table 1.2	Number of Classroom Observations, by Subject Area and Level of Schooling, Spring 2010	6
Table 1.3	Characteristics of Middle School and High School Student Survey Respondents, Spring 2010	7
Table 1.4	Characteristics of Teacher, Counselor, Librarian Survey Respondents, Spring 2010.....	8
Table 1.5	Characteristics of Parent Survey Respondents, Spring 2010.....	9
Table 2.1	Student Enrollment for STAR Campuses, 2009-10.....	12
Table 2.2	Student Cohort Characteristics, 2009-10	14
Table 2.3	Cohort Students in Special Programs, 2009-10	16
Table 3.1	STAR Campus Accountability Ratings, 2005-06 Through 2009-10	17
Table 3.2	TAKS Passing Rates for STAR Cohort Students	19
Table 5.1	STAR Students' Average Amount of Homework, as a Percentage: 2007-08 Through 2009-10	33
Table 5.2	Barriers to Vertical Teaming, as a Summed Percentage of Respondents: 2007-08 Through 2009-10.....	37
Table 7.1	STAR Students' Familiarity with Postsecondary Opportunities as a Percentage, by Grade Level: 2007-08 Through 2009-10.....	62
Table 7.2	STAR Students' Sources of Information Regarding College Entrance Requirements, as a Percentage: 2007-08 Through 2009-10	64
Table 7.3	STAR Students' Sources of Financial Assistance Information, as a Percentage: 2007-08 Through 2009-10	66
Table 7.4	STAR Students' Perceptions of Postsecondary Affordability as a Percentage, by Grade Level: 2007-08 Through 2009-10.....	66
Table 7.5	Average STAR Parents' Perceptions of Postsecondary Affordability, as a Percentage: 2007-08 Through 2009-10	67
Table 7.6	STAR Seniors' Entrance Exam Status, as a Percentage: 2007-08 Through 2009-10	69
Table 7.7	STAR Seniors' Application Status as a Percentage: 2007-08 Through 2009-10	70
Table 7.8	STAR Students' Educational Aspirations as a Percentage: 2007-08 Through 2009-10	76
Table 7.9	Parents' Educational Aspirations for Their Children as a Percentage: 2007-08 Through 2009-10	76

Table of Figures

Figure 2.1	STAR Middle School, High School, and Total Enrollment, 2001-2010	12
Figure 2.2	STAR Cohort Characteristics, 2009-10	13
Figure 2.3	Cohort Students Participating in Special Programs, 2009-10	15
Figure 4.1	Implementation Evaluation: The Model, 2009-10	25
Figure 5.1	Average STAR Scores for Higher Order Thinking Skills, as a Mean by Year: 2007-08 Through 2009-10	29
Figure 5.2a	Average Middle School Scores Across Campuses for Subject Specific Instructional Strategies, as a Mean by Subject and Year: 2007-08 Through 2009-10	30
Figure 5.2b	Average High School Scores Across Campuses for Subject Specific Instructional Strategies, as a Mean by Subject and Year: 2007-08 Through 2009-10	31
Figure 5.2a	Average STAR Scores Across Campuses for Subject Specific Instructional Strategies, as a Mean by Subject and Year: 2007-08 Through 2009-10	31
Figure 5.3	Average STAR Scores for Student Engagement, as a Mean by Year: 2007-08 Through 2009-10	32
Figure 5.4	Supporting Component Score: Academic Rigor, as a Mean: 2007-08 Through 2009-10	33
Figure 5.5	Average STAR Scores for the Use of Vertical Teaming Strategies, as a Mean by Year: 2007-08 Through 2009-10	35
Figure 5.6	Average STAR Scores for the Frequency of Vertical Teaming Meetings, as a Mean by Year: 2007-08 Through 2009-10	36
Figure 5.7	Supporting Component Score: Curricular Alignment , as a Mean by Year: 2007-08 Through 2009-10	38
Figure 5.8	Average STAR Scores for Advanced Course Completion, as a Mean by Year: 2007-08 Through 2009-10	40
Figure 5.9	Average STAR High School Scores for AP Exam Participation and AP Exam Indicators, as a Mean by Year: Year 2, Year 3, and Year 4	41
Figure 5.10	Supporting Component Score: Advanced Academics, as a Mean by Year: 2007-08 Through 2009-10	43
Figure 5.11	Core Component Scores: Raising Academic Standards, as a Mean by Year: 2007-08 Through 2009-10	44
Figure 6.1	Average Scores for Teachers' Attitudes Toward Professional Development, as a Mean by Year: 2007-08 Through 2009-10	47
Figure 6.2	Average Scores for Teacher Participation in Professional Development Activities, as a Mean by Year: 2007-08 Through 2009-10	48
Figure 6.3	Supporting Component Scores: STAR Professional Development, As a Mean by Year: 2007-08 Through 2009-10	49
Figure 6.4	Average STAR Scores for Student Participation in STAR Support Activities, as a Mean by Year: 2007-08 Through 2009-10	51
Figure 6.5	Average STAR Scores for Student Attendance Rates as a Mean by Year: 2007-08 Through 2009-10	52
Figure 6.6	Supporting Component Scores: Student Engagement in Schooling, as a Mean by Year: 2007-08 Through 2009-10	53
Figure 6.7	Core Component Scores: Engaging Teachers and Students, as a Mean by Year: 2007-08 Through 2009-10	54
Figure 7.1	Average STAR Scores for Informational Activities, as a Mean by Year: 2007-08 Through 2009-10	59

Figure 7.2	Average STAR Scores for Districts' Participation in Summer Programs, as a Mean by Year: 2007-08 Through 2009-10	60
Figure 7.3	Average STAR Scores for Students' Awareness of Postsecondary Opportunities, as a Mean by Year: 2007-08 Through 2009-10	61
Figure 7.4	Average STAR Scores for Students' Awareness of Entrance Requirements, as a Mean by Year: 2007-08 Through 2009-10	63
Figure 7.5	Average STAR Scores for Students' Awareness of Financial Assistance, as a Mean by Year: 2007-08 Through 2009-10	65
Figure 7.6	Supporting Component Scores: Student Access to Information, as a Mean by Year: 2007-08 Through 2009-10	68
Figure 7.7	Average STAR Scores for Parent Access to Partial Information, as a Mean by Year: 2007-08 Through 2009-10	71
Figure 7.8	Average STAR Scores for Parents Access to Full Information, as a Mean by Year: 2007-08 Through 2009-10	72
Figure 7.9	Average STAR Scores for Parent Awareness of GEAR UP/STAR, as a Mean by Year: 2007-08 Through 2009-10	73
Figure 7.10	Supporting Component Scores: Parent Access to Information, as a Mean by Year: 2007-08 Through 2009-10	74
Figure 7.11	Core Component Score: Increasing Student and Parent Access to Information, as a Mean by Year: 2007-08 Through 2009-10	75
Figure 8.1	Average STAR Scores for Leadership and Buy-In, as a Mean by Year: 2007-08 Through 2009-10	80
Figure 8.2	Average STAR Scores for Innovative Environments, as a Mean by Year: 2007-08 Through 2009-10	82
Figure 8.3	Supporting Component Scores: School Environment, as a Mean by Year: 2007-08 Through 2009-10	83
Figure 8.4	Average STAR Scores for Parent and Community Engagement in School Activities, as a Mean by Year: 2007-08 Through 2009-10	84
Figure 8.5	Average STAR Scores for Parents' Support of STAR Goals at Home, as a Mean by Year: 2007-08 Through 2009-10	85
Figure 8.6	Average STAR Scores for Parents' Participation in School and STAR Activities, as a Mean by Year: 2007-08 Through 2009-10	86
Figure 8.7	Supporting Component Scores: Parent and Community Support, as a Mean by Year: 2007-08 Through 2009-10	88
Figure 8.8	Core Component Scores: Building School and Community Cultures that Support Academic Achievement, as a Mean by Year: 2007-08 Through 2009-10	89
Figure 9.1	Aggregate Component Scores, as a Mean by Year: 2007-08 Through 2009-10	92
Figure 9.2	Aggregate Implementation Scores, as a Mean by Year: 2007-08 Through 2009-10	93

ACRONYMS

AEIS	Academic Excellence Indicator System
AP	Advanced Placement
AskTED	Texas Public School Directory
AYP	Adequate Yearly Progress
CAC	College Access Coordinator
CSCOPE	CSCOPE is a comprehensive curriculum implemented in many Texas school districts.
CSR	Comprehensive School Reform
CTE	Career and Technology Education
DAP	Distinguished Achievement Plan
ELA	English/Language Arts
ESL	English as a Second Language
FACE	Fathers Active in Communities and Education
FAFSA	Free Application for Federal Student Aid
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs
GED	General Educational Development
K12	Kindergarten through High School
LEP	Limited English Proficient
MCP	Model Classroom Project
NHI	National Hispanic Institute
P16	Pre-Kindergarten through College
PEIMS	Public Education Information Management System
POC	Pre-College Outreach Center
RHSP	Recommended High School Plan
STAR	Students Training for Academic Readiness
TAKS	Texas Assessment of Knowledge and Skills
TAMU-CC	Texas A&M-Corpus Christi
TAMU-K	Texas A&M-Kingsville
TCER	Texas Center for Educational Research
TEA	Texas Education Agency
TEKS	Texas Essential Knowledge and Skills
THECB	Texas Higher Education Coordinating Board
USDE	United States Department of Education

EXECUTIVE SUMMARY

The federal Gaining Early Awareness and Readiness for Undergraduate Programs, or GEAR UP, project strives to equalize low-income students' access to higher education by increasing their participation in rigorous coursework, providing expanded opportunities for low-income students and parents to learn about postsecondary educational opportunities and financing options, and forging strong partnerships between school districts, colleges, and community support groups. Created as part of the reauthorization of the Higher Education Act of 1965, GEAR UP began in 1998 as a system of federally funded grants targeted to schools in which at least 50% of students are designated as low income by their eligibility for free- or reduced-price lunches. GEAR UP grants extend across 6 school years and require that districts begin providing services to students no later than the seventh grade and that services continue until students graduate from high school.

The United States Department of Education (USDE) provides for two types of GEAR UP grants: (1) partnerships grants made up of school districts, colleges or universities, and other organizations, and (2) state grants administered by state agencies, either alone or in partnership with other entities. In 2006, the Texas Education Agency (TEA) applied for and received a state grant to administer a GEAR UP project in six Gulf Coast area school districts. The state grant, titled Students Training for Academic Readiness, or STAR, is implemented in Alice ISD, Brooks County ISD, Corpus Christi ISD, Kingsville ISD, Mathis ISD, and Odem-Edroy ISD. Each STAR district includes a high school and its associated feeder pattern middle school in the project.

STAR's 6-year implementation period encompasses the 2006-07 through 2011-12 school years. GEAR UP operates on an add-a-cohort model, in which the grade levels served by the grant expand as students progress through school. In STAR's initial grant year (2006-07), services were focused on students in Grade 7. In STAR's final year (2011-12), the initial Grade 7 cohort will be in Grade 12, and all students in Grades 7 through 12 will participate in grant services.

In addressing GEAR UP grant objectives, the STAR project seeks to:

1. Increase information provided to students and their families regarding postsecondary activities (Information Access and Early Intervention);
2. Increase student access to advanced academic programs (Advanced Academics);
3. Increase training for teachers and counselors regarding the assessment of student abilities and the means for assisting students in postsecondary choices (Educator Preparation); and
4. Increase parent involvement and community and family support in a student's decision to go to college (Family and Community Participation and Support).

In conjunction with these purposes, STAR identifies eight specific project goals for participating districts:

1. Increase the number of underrepresented (low-income and minority students) who are prepared to go to college.
2. Increase the number of limited English proficient (LEP) Hispanic students who successfully graduate and go to college.
3. Strengthen academic programs and student services at participating schools.
4. Build an academic pipeline from school to college.
5. Develop effective and enduring alliances among schools, colleges, students, parents, government, and community groups
6. Improve teaching and learning.
7. Provide students with intensive, individualized support.
8. Raise standards of academic achievement for all students.

Each goal contains a set of specific objectives that outline clear criteria for the achievement of each goal across project years. The complete set of STAR goals and their associated objectives are included in Appendix F. STAR addresses its goals through a collaborative partnership that includes TEA, the College Board, the College of Education at Texas A&M University-Corpus Christi, Fathers Active in Communities and Education, and the National Hispanic Institute. GEAR UP grant requirements include an evaluation component designed to assess effectiveness and measure progress toward project goals. The STAR evaluation is limited to the GEAR UP state grant and does not include GEAR UP partnership grants awarded to other entities in Texas.¹ The findings presented in this report make up the fourth year evaluation of the state's GEAR UP/STAR project.

DATA SOURCES

The evaluation employs a mixed-methods research design that combines qualitative and quantitative approaches to analyses. Data sources include interviews with district and campus-level administrators, core subject area teachers, counselors, and STAR coordinators; surveys of students, parents, teachers, librarians, and counselors; observations in STAR classrooms; and demographic and performance data collected through the Texas Public Education Information Management System (PEIMS) and the Texas Academic Excellence Indicator System (AEIS).

MAJOR FINDINGS

The sections that follow present key evaluation findings from Year 4 (2009-10) of the STAR grant. In 2009-10, STAR's initial cohort was in the tenth grade and STAR services were provided to students in Grades 7 through 10.

Characteristics of Students Participating in STAR and Performance Indicators for STAR schools in 2009-10

In 2009-10, a majority of students in the STAR cohort (i.e., Grades 7 through 10) year were Hispanic (89%) and from low-income backgrounds (76%). In spite of the large proportion of Hispanic students, only 3% of students receiving STAR services were characterized as limited English proficient (LEP), and only 2% received bilingual or English as a second language (ESL) services.

Across grade levels, students participating in STAR had changes in their TAKS passing rates that were largely similar to students attending peer campuses² and schools statewide (i.e., the state average). Changes in TAKS passing rates were measured from students' baseline testing year (Grade 6 TAKS) to the current school year (2009-10). Because STAR serves a range of grade levels the baseline year for each cohort of students will vary. For example, the baseline year for the first cohort of students (seventh graders in 2006-07) is 2005-06, while the baseline year for the second cohort of students to receive STAR services (seventh graders in 2007-08) is 2006-07.

A third of STAR campuses (four schools) improved their academic outcomes and raised their rating from *Acceptable* to *Recognized* in 2009-10. Most remaining STAR campuses (seven schools) were rated *Acceptable* and one school was rated *Academically Unacceptable* for the 2009-10 school year.

STAR Implementation

The evaluation measures the extent to which STAR schools implement activities and services aligned with the project's four core components: (1) Raising Academic Standards, (2) Engaging Teachers and

¹In 2009-10, 18 GEAR UP partnership grants and one state grant operated in Texas.

²For most schools in the state, TEA has identified a peer or comparison group public schools that enroll similar students. The peer campuses facilitate comparisons of academic outcomes across similar schools.

Students, (3) Increasing Student and Parent Access to Information, and (4) Building School and Community Cultures that Support Academic Achievement. The sections that follow discuss key findings for the implementation of each component.

Raising Academic Standards

Districts that were successful in raising academic standards developed comprehensive systems of change across implementation years. Administrators in such districts clearly communicated goals, as well as staff's roles in meeting goals; provided ongoing support and professional development to increase buy-in and build capacity; and implemented systems of monitoring to ensure instructional strategies and program services were implemented as intended.

On average, researchers observed rigorous instruction to a moderate extent during classroom observations conducted during the 2009-10 school year. This marks an increase over prior implementation years, when rigorous instruction was present to a *small extent*. Increased instructional rigor was more evident at the high school level where teachers implemented higher order thinking and AP subject specific instructional strategies to a greater extent in 2009-10 than in previous implementation years. In addition, researchers observed higher levels of student engagement in 2009-10.

Time and scheduling constraints continued to limit teachers' participation in vertical teams during the 2009-10 school year. Teachers in STAR schools used College Board vertical teaming strategies *sometimes* and met as vertical teams *one to two times a year* in 2009-10. A majority of teachers cited scheduling constraints between middle and high schools as the primary barrier to implementing vertical teams. While high schools benefited from individualized training and support provided on campus by College Board consultants during the 2009-10 school year, some middle school teachers experienced scheduling conflicts that limited their participation in vertical team training offered at the high school.

STAR high schools increased students' participation in advanced courses and Advanced Placement (AP) examinations. Across STAR high schools, about 14% of students participated in advanced courses during the 2009-10 school year. STAR high schools also improved students' participation in AP exams and the percentage of students earning a score of 3 or higher, which ensures credit at most colleges and universities.

Engaging Teachers and Students

STAR campuses substantially engaged teachers and students during the 2009-10 school year. Schools provided teachers with opportunities for ongoing professional development and increased students' interest in school activities.

Teachers in STAR high schools participated in professional development to a greater extent than did middle school teachers. Scheduling conflicts limited some middle school teachers' participation in training activities offered at the high school.

STAR campuses provided substantial services and support designed to engage students in school. On average, students in STAR schools participated in about *four unique activities* designed to academically engage students, such as mentoring, tutoring, and counseling. Additionally, STAR schools maintained attendance rates comparable to the state average.

Increasing Student and Parent Access to Information

Most students in STAR schools were unaware of postsecondary opportunities and the processes necessary to enroll in them. Students in most districts reported they were *somewhat familiar* or *very familiar* with less than two of the three postsecondary opportunities (i.e., 4-year colleges and universities,

community colleges and junior colleges, and vocational and technical schools. The largest proportion of students reported they were only *somewhat familiar* with colleges and universities. Large proportions of students reported they did not receive information about college entrance requirements (24%) or financial assistance (48%). Most students received a majority of postsecondary planning information from their parents, but high school students increasingly turned to school and GEAR UP staff for information.

Most parents of students attending STAR schools did not receive postsecondary planning information from school staff and were unaware of the processes necessary for their students to enroll in a postsecondary educational opportunity. Approximately a third of parents received information regarding college entrance requirements, financial assistance, or course selection and an even smaller proportion of parents received information addressing all three topics (14%). Interestingly, the proportion of parents receiving planning information decreased, but the proportion of parents receiving information across all three topics increased in 2009-10 relative to previous grant years.

Building School and Community Cultures that Support Academic Achievement

In districts creating school environments supportive of academic achievement, administrators actively involved teachers in grant planning, aligned the STAR program to their campus and district needs, and accepted implementation challenges as opportunities for growth in future implementation years.

Districts experiencing administrative turnover struggled to create positive school environments because of poor communication about STAR's goals and activities. In addition, lack of buy-in persisted in some districts as staff continued to view STAR as a conflicting priority that competed for time and resources with other district initiatives.

STAR schools earned substantial staff buy-in and support for STAR programming during the 2009-10 school year. Teachers generally *agreed* that staff were committed to STAR strategies and that leadership supported their efforts. Additionally, teachers *agreed* that their campuses supported ongoing learning and innovation.

Most STAR districts struggled to maintain parental involvement in 2009-10. Districts provided STAR information to parents during popular school functions, and sought to increase the availability of information outside of school by including GEAR UP information at extra-curricular events and implementing home visits, parent mentor programs, and college readiness information centers in locations throughout the community.

CHAPTER 1

INTRODUCTION

The federal Gaining Early Awareness and Readiness for Undergraduate Programs, or GEAR UP, project strives to equalize low-income students' access to higher education by increasing their participation in rigorous coursework, providing expanded opportunities for low-income students and parents to learn about postsecondary educational opportunities and financing options, and forging strong partnerships between school districts, colleges, and community support groups. Created as part of the reauthorization of the Higher Education Act of 1965, GEAR UP began in 1998 as a system of federally-funded grants targeted to schools in which at least 50% of students are designated as low income by their eligibility for free- or reduced-price lunches. GEAR UP grants extend across 6 school years and require that districts begin providing services to students no later than the seventh grade and that services continue until students graduate from high school.

The United States Department of Education (USDE) provides for two types of GEAR UP grants: (1) partnership grants made up of school districts, colleges or universities, and other organizations, and (2) state grants administered by state agencies, either alone or in partnership with other entities. Nationally, about a third of GEAR UP funds have been awarded in terms of state grants, and two thirds of funds have been awarded in the form of partnership grants (USDE, 2008). In 2006, the Texas Education Agency (TEA) applied for and received a state grant to administer a GEAR UP project in six Gulf Coast area school districts. The state project, Students Training for Academic Readiness, or STAR, will receive approximately \$18 million in federal funding across 6 school years (about \$3 million each project year) to implement GEAR UP in the six STAR districts and to provide resources and networking opportunities to districts and communities throughout the state. Each STAR district is eligible to receive funding ranging from \$134,000 to \$209,000 annually for each year of the grant and must provide matching funds equivalent to at least 107.1% of the federal contribution. STAR began providing services to students in 2006-07, and the project will continue through the 2011-12 school year. Each STAR district includes a high school and its associated feeder pattern middle school in the project. The six STAR districts are:

1. Alice Independent School District, Alice, Texas;
2. Brooks County Independent School District, Falfurrias, Texas;
3. Corpus Christi Independent School District, Corpus Christi, Texas;
4. Kingsville Independent School District, Kingsville, Texas;
5. Mathis Independent School District, Mathis, Texas; and
6. Odem-Edroy Independent School District, Odem, Texas.

GEAR UP operates under an add-a-cohort model, in which the grade levels served by the grant expand as students matriculate. As indicated in Table 1.1, STAR was initially focused on seventh-grade students (2006-07); however, as the initial cohort has progressed through school, services have expanded to include each subsequent grade level. In 2009-10, STAR services were focused on students in Grades 7 through 10 (Cohorts 1 through 4).

Table 1.1. STAR Student Cohorts by School Year and Grade

Cohort and Year	Middle School		High School			
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Year 1 (2006-07)	Cohort 1					
Year 2 (2007-08)	Cohort 2	Cohort 1				
Year 3 (2008-09)	Cohort 3	Cohort 2	Cohort 1			
Year 4 (2009-10)	Cohort 4	Cohort 3	Cohort 2	Cohort 1		
Year 5 (2010-11)	Cohort 5	Cohort 4	Cohort 3	Cohort 2	Cohort 1	
Year 6 (2011-12)	Cohort 6	Cohort 5	Cohort 4	Cohort 3	Cohort 2	Cohort 1

GEAR UP grant requirements include an evaluation component designed to assess effectiveness and measure progress toward project goals. TEA contracted the Texas Center for Educational Research (TCER), a nonprofit research entity, to conduct an external evaluation of the state's GEAR UP/STAR project. Based on TEA's specifications for the project, TCER identified the following broad research questions to guide evaluation activities:

1. What are the characteristics of participating STAR schools, students, teachers, and parents?
2. How is STAR implemented across participating campuses?
3. What are the effects of STAR implementation on indicators of student achievement and college preparation?

This evaluation is limited to the GEAR UP project overseen by TEA (i.e., STAR) and does not include GEAR UP partnership grants awarded to other entities in Texas.³ The findings presented in this report address STAR's fourth implementation year (2009-10) and include comparisons to findings from previous years. This chapter provides an overview of the STAR project, its purposes and goals, and provides a brief introduction to the partner organizations that work with STAR districts to achieve project goals. The chapter also introduces the methodologies and data sources that produced the current report's findings.

STAR PURPOSES AND RELATED GOALS

STAR districts exceed state averages in the proportion of low-income and minority students they serve and lag state averages in terms of their testing outcomes and graduation rates. In addition, TEA has determined that the STAR districts exhibit a variety of challenges with respect to preparing students for successful postsecondary experiences, as well as a lack of family and community resources critical to supporting participation in higher education. In addressing these challenges, STAR seeks to achieve four broad purposes:

1. Increase the information provided to students and families about postsecondary opportunities;
2. Increase student participation in advanced academic programs;
3. Prepare teachers and counselors to provide support for students' postsecondary educational goals; and
4. Increase parent and community involvement in school activities and planning for postsecondary opportunities.

Each of these purposes is discussed in the sections that follow.

³In 2009-10, 18 GEAR UP partnership grants and one state grant operated in Texas.

Increased Access to Information

While considerable research has established that most parents and students understand the value of postsecondary education and hold high educational aspirations (Bridgeland, Dilulio, Streeter, & Mason, 2008; Johnson & Duffett, 2005; Roderick, 2006), many families, particularly those from low-income backgrounds with limited exposure to higher education, lack the information needed to help plan for postsecondary opportunities and to navigate application and admittance processes (Cunningham, Erisman, & Looney, 2007; Johnson & Duffett, 2005; Tierney, Bailey, Constantine, Finkelstein, & Hurd, 2009). STAR strives to address information deficiencies by providing parents, students, and school staff with increased access to information about postsecondary options, and by facilitating discussions of college readiness and activities designed to support college planning in the middle school grades.

Advanced Academics

A growing body of recent research linking students' high school experiences to postsecondary enrollment and performance indicates that students are most likely to be successful in college if they have experienced rigorous academic preparation (Adelman, 1999, 2006; Levin, Belfield, Muennig, & Rouse, 2007; Roderick, Nagaoka, & Allensworth, 2006). According to Adelman (1999), a high quality and rigorous high school curriculum trumps test scores, class ranks, and grade point averages as the most important determinant in the likelihood of a student completing a bachelor's degree. Providing access to such a curriculum is "the most important objective" in preparing students for postsecondary educational opportunities. Adelman notes that the effect of a rigorous academic curriculum is considerably stronger for African American and Latino students than for Whites (pp. 84-86), and that the combined effect of a student's academic resources (i.e., strength of high school curriculum, test scores, and class rank) is stronger than socioeconomic status in determining whether a student will earn a bachelor's degree (pp. 19-20). A central purpose of STAR is to ensure that students have increased access to rigorous coursework and receive the necessary supports to ensure their success. STAR districts encourage students to enroll in challenging classes, particularly Advanced Placement (AP) and pre-AP coursework, and many STAR high school students participate in dual credit courses that enable students to earn college credits while fulfilling high school graduation requirements.

Educator Preparation

Recognizing that teachers need training and support to provide rigorous coursework, STAR emphasizes professional development activities that train teachers to align instruction between grade levels (i.e., vertical teaming), support the use of pre-AP and AP instructional strategies, as well as incorporate instructional supports such as Curriculum Collaborative and Agile Minds in lesson planning and classroom instruction. In addition, STAR facilitates alignment between K12 and higher education by pairing university professors with classroom teachers working in the same curricular area in a collaborative mentorship arrangement known as the Faculty Fellows Program.

Family and Community Participation and Support

While high quality teachers and rigorous coursework provide support for students in pursuing postsecondary educational goals, this support is not particularly meaningful unless students take advantage of the educational opportunities available to them. Adelman (1999) asserts that students are more likely to succeed in college when they can rely on school, parent, and community environments that foster educational goals and encourage academic achievement. In their 2007 review of high school intervention strategies designed to improve graduation rates, Levin et al. concluded that "the strongest programs for increasing high school graduation rates and subsequent college participation will combine interventions in the school with those in the family, neighborhood, and community" (p. 22). Recognizing the need to include families and communities in the college preparation process, STAR stresses the

inclusion of parents and community members in school activities, and includes instruction to aid parents in their efforts to support college readiness, as well as programs that actively engage community members in school events.

Project Goals

In alignment with these purposes, STAR identifies eight specific project goals for participating districts:

1. Increase the number of underrepresented (low-income and minority) students who are prepared to go to college.
2. Increase the number of limited English proficient (LEP) Hispanic students who successfully graduate and go to college.
3. Strengthen academic programs and student services at participating schools.
4. Build an academic pipeline from school to college.
5. Develop effective and enduring alliances among schools, colleges, students, parents, government, and community groups.
6. Improve teaching and learning.
7. Provide students with intensive, individualized support.
8. Raise standards of academic achievement for all students.

Each goal contains a set of specific objectives that outline clear criteria for the achievement of each goal across project years. The complete set of STAR goals and their associated objectives are included in Appendix F. Goals are referenced throughout the report chapters and are incorporated into the measurement of STAR implementation presented in chapters 4 through 9.

STAR PARTNER ORGANIZATIONS

To assist districts in achieving the project's purposes and goals, STAR includes a set of partner organizations that provide services and design activities to support program implementation. STAR partners were selected because of their "established record of providing services, support, and increased opportunities to prepare targeted students for successful postsecondary experiences" (TEA, GEAR UP Grant Application, 2006). In addition to TEA, STAR includes five partner organizations: (1) the College of Education at Texas A&M University at Corpus Christi (TAMU-CC), (2) the College Board, (3) the National Hispanic Institute (NHI), (4) Fathers Active in Communities and Education (FACE), and (5) the Faculty Fellows program (TAMU-CC and TAMU-Kingsville[K]). Each organization shares the common goal of preparing students to obtain a college education, and ultimately to work in a career that will offer long-term financial and personal rewards. At the same time, each partner brings a unique approach to achieving this goal—from providing informational services, to strengthening specific skill sets for students, parents, and teachers, to engaging community support. The sections that follow briefly introduce each STAR partner and its role in the project.

Texas Education Agency

TEA acts as the fiscal agent for the GEAR UP/STAR grant, and as such, disburses grant funds to STAR districts and project partners, as well as other organizations that participate in the project. TEA also houses the state GEAR UP office which supports efforts to achieve GEAR UP goals across the state, including offering GEAR UP toolkits, and facilitating the annual Texas GEAR UP Conference, as well as networking opportunities for the 18 GEAR UP partnership grants that operate in Texas. In addition to facilitating ongoing communication among GEAR UP projects, partners, and schools, TEA staff coordinated the grant application process for STAR districts and the contract negotiation process for project partners.

College of Education at Texas A&M University at Corpus Christi (TAMU-CC)

In its role as a STAR partner, the College of Education supports two STAR initiatives: the GEAR UP/STAR Pre-College Outreach Center (POC) and the Faculty Fellows educator mentoring program. The POC develops activities for students, educators, and parents and acts as a liaison between students, parents, and colleges. The center promotes academic rigor, particularly in the areas of science and math, by providing training for teachers in vertical teaming and other strategies designed to support STAR's goals. The center offers sessions designed to assist parents with financial aid and strives to build local community and business sponsorship of academics. The POC also coordinates the TAMU-CC and TAMU-K Faculty Fellows mentoring programs.

The STAR Implementation Director and four College Access Coordinators (CACs) support implementation efforts and develop activities for students, parents, and educators at the six districts. During the 2009-10 school year, POC staff members provided STAR districts with technical assistance and help in planning and executing college awareness activities. CACs were housed at participating high schools where they advised districts on grant implementation issues; made presentations to students, parents, and teachers on college awareness topics; and collaborated with partner organizations.

The College Board

The College Board is a nonprofit association that strives to assist students in preparing for and enrolling in college. The College Board oversees the SAT and PSAT/NMSQT college testing programs, as well as the AP program of college preparatory coursework and testing. In its STAR partnership role, the College Board provides training for STAR educators in successful vertical teaming, strategies for teaching AP and pre-AP content, and preparation for students taking the PSAT and SAT tests. During the 2009-10 school year, the College Board also offered a college awareness curriculum—CollegeEd—to seventh- and eighth-grade students attending STAR middle schools.

The National Hispanic Institute (NHI)

NHI offers programs designed to facilitate college and university experiences for Latino high school students and their parents and to develop future community leaders. NHI programs focus on the development of student leadership skills and increased awareness of college admissions processes. As a STAR partner, NHI's role is to mentor and provide leadership training for students and to facilitate student visits to college and university campuses. In the summer of 2010, NHI implemented its "Best of the Best" program for eighth-grade students from each STAR district. Selected students participated in a 2-day program that included training modules designed to address objectives related to developing confidence, leadership skills, problem solving skills, and effective spoken communication. The program included an opportunity for students to practice their skills in a debate competition.

Fathers Active in Communities and Education (FACE)

FACE offers programs designed to expand parents' awareness of college opportunities and to strengthen parents' understanding of their role in supporting students' academic achievement and decision making. FACE also works with STAR educators to develop strategies to expand opportunities for parents' meaningful involvement in the school and to increase local businesses' support for academics on STAR campuses. The organization's distinctive competency is its ability to engage fathers and other male figures in the educational environment.

Faculty Fellows Program

Faculty at both TAMU-CC and TAMU-K participate in the Faculty Fellows mentoring program, which pairs university faculty with middle school and high school teachers working in the same curricular area.

University faculty participate in classroom activities and instruction and work with teachers to plan and implement rigorous lessons and course content.

DATA SOURCES

The evaluation employs a mixed-methods research design that combines qualitative and quantitative approaches to analysis. Data sources include interviews with district- and campus-level administrators, core subject area teachers, counselors, and STAR coordinators; surveys of students, parents, teachers, and counselors; and demographic and performance data collected through the Texas Public Education Information Management System (PEIMS) and the Texas Academic Excellence Indicator System (AEIS). While the data sources and data collection instruments (with some modifications) discussed in the following sections will be used across evaluation years, the descriptions that follow focus on data collection efforts for the 2009-10 school year.

Site Visits to STAR Districts

In spring 2010, TCER evaluators visited each of the 12 campuses participating in the STAR project. Site visits included interviews with district-level administrators charged with the oversight of STAR as well as interviews with campus principals, counselors, and campus-level STAR coordinators. Interviews addressed the fourth-year implementation of STAR, the communication of STAR goals and activities to key stakeholders, the role of partner organizations, plans for fifth-year implementation, and the level of parent and community support for STAR. In addition, site visits included focus group interviews with a purposefully selected sample of core subject area teachers on each campus. Focus group discussions explored the impact of STAR on classroom instruction, including the implementation of vertical teams, the role of professional development and the effect of training on teachers' classroom practices, as well as availability and effectiveness of STAR informational resources. Teachers also were asked about their involvement in the Faculty Fellows program.

Site visits also included observations in a sample of core content area classrooms in grade levels that enrolled STAR student cohorts in 2009-10 (i.e., Grades 7, 8, 9, and 10). Observations generally lasted 55 minutes and were guided by the GEAR UP/STAR Classroom Observation Form saved in Appendix E. Table 1.2 presents the number of observations in each subject area conducted at STAR middle schools and high schools during spring 2010 site visits.

Table 1.2. Number of Classroom Observations, by Subject Area and Level of Schooling, Spring 2010

Subject Observed	Middle School Classrooms (n=46)		High School Classrooms (n=47)		All Classrooms (N=93)	
	n	%	n	%	N	%
English/language arts	16	35%	12	26%	28	30%
Math	11	24%	12	26%	23	25%
Social studies	8	17%	10	21%	18	19%
Science	11	24%	11	23%	22	24%

Source: Classroom observations at STAR campuses, spring 2010.

Note. Percentages may not total to 100 due to rounding and two high school courses were described as "other" subjects.

Surveys

The evaluation incorporates the results of three surveys conducted in spring 2010: (1) a paper and pencil survey of students on STAR campuses; (2) an online survey of teachers, counselors, and librarians working on STAR campuses; and (3) a telephone survey of parents of students attending STAR campuses during the 2009-10 school year. An overview of each survey, including response rates and the characteristics of survey respondents, is presented in the sections that follow.

Student survey. Separate paper and pencil surveys for middle school and high school students were distributed to STAR campuses in April 2010, and campus administrators were asked to ensure that surveys were administered within a 6-week timeframe.⁴ Surveys probed the means by which students obtain information about college; their study habits, participation in school and extra-curricular activities; familiarity with postsecondary educational opportunities and financing options, and educational aspirations; as well as students' perceptions of their parents' involvement in their school work and educational planning. High school students responded to a separate section addressing participation in AP coursework and exams, and high school seniors responded to a set of questions addressing their plans subsequent to graduation. The response rate across both middle and high schools was 64%; however, middle school students responded at somewhat lower rates (60%) than high school students (68%). Response rates also varied by individual campus (see Tables C.1 and D.1 in Appendices C and D). Without knowing the sources of this variation, it is not possible to say what types of bias the differences may introduce to survey results. The middle and high school student surveys are included in Appendix E.

Although student response rates varied by school type, results presented in Table 1.3 indicate that the characteristics of middle and high school student survey respondents in 2010 were largely reflective of all students enrolled in STAR middle and high schools in 2009-10 (see Table 2.2 in chapter 2). Because STAR operates under an add-a-cohort model that began with the seventh-grade students in 2006-07, added eighth-grade students in 2007-08, ninth-grade students in 2008-09, and tenth-grade students in 2009-10, the survey responses of middle school students are more reflective of the project's effects given the longer implementation period at the middle school level.

Table 1.3. Characteristics of Middle School and High School Student Survey Respondents, Spring 2010

Characteristic/Category	Middle School (n=1,699)	High School (n=3,075)	All Students (N=4,774)
Ethnicity			
White	8.0%	9.0%	8.5%
African American	2.7%	2.5%	2.6%
Hispanic/Latino	85.9%	85.5%	85.7%
Other	3.4%	3.0%	3.2%
Gender			
Male	50.4%	50.9%	50.7%
Female	49.6%	49.1%	49.4%

Sources: STAR Middle School Student Survey, STAR High School Student Survey, spring 2010.

Teacher, counselor, and librarian survey. Teachers, counselors, and librarians on STAR campuses responded to an online survey in April 2010. The survey included items addressing faculty assignments and background characteristics; the role of teachers, counselors, and librarians in supporting students' preparation for higher education; their familiarity with the GEAR UP project; and their participation in

⁴One STAR high school was unable to complete surveys in spring 2010, and administered surveys when students returned to school in September 2010.

vertical teams and the CollegeEd resources developed by the College Board. Teachers responded to a separate set of items addressing the effectiveness of AP coursework and AP training for teachers, as well as their participation in the Faculty Fellows program. Counselors responded to a section that asked them to rate the level of importance they assigned to a variety of counseling tasks, as well as the percentage of their time spent on tasks such as assisting students with course selection, providing counseling on personal issues, career choices, or postsecondary educational opportunities.

Of the 625 staff members identified as teachers, counselors, or librarians on STAR campuses, 604 completed a survey for a response rate of 97%. The teacher, counselor, and librarian survey is included in Appendix E. As presented in Table 1.4, teachers comprised the largest proportion of survey respondents (92%), followed by counselors (6%), and librarians (2%). On average, respondents had about 11 years experience in their current position and about 7 years experience working at their current campus. A majority of teachers responding to the survey taught core subject area courses (54%).

Table 1.4. Characteristics of Teacher, Counselor, Librarian Survey Respondents, Spring 2010

Characteristic/Category	Middle School (n=208)	High School (n=396)	All Respondents (N=604)
Ethnicity			
White	35.6%	34.5%	34.9%
African American	1.9%	3.1%	2.7%
Hispanic/Latino	60.6%	58.1%	58.9%
Other	1.9%	4.3%	3.5%
Gender			
Male	26.1%	41.6%	36.2%
Female	73.9%	58.4%	63.8%
Experience			
Average years in position	10.3	10.8	10.6
Average years at this campus	6.6	6.9	6.8
Position			
Teacher	93.3%	91.9%	92.4%
Counselor	4.8%	6.3%	5.8%
Librarian	1.9%	1.8%	1.8%
Subject Area Taught (teachers only)			
Math	16.5%	12.9%	14.2%
Science	13.4%	10.2%	11.3%
English/language arts	21.6%	14.6%	17.0%
Social studies	11.3%	11.8%	11.6%
Self-contained (special education)	4.6%	3.8%	4.1%
Other	32.5%	46.7%	41.8%

Source: STAR Teacher, Counselor, and Librarian Survey, spring 2010.

Parent survey. A telephone survey of parents of students attending STAR campuses was conducted in May 2010. The survey was administered to a random sample comprised of 10% of the parents at each STAR campus, stratified by the number of students at each grade level. This method resulted in a sample of 707 parents, and 669 parents completed surveys for a response rate of 95%. The survey included items addressing parent involvement in their child's school, education, and college planning. Parents responded to items describing access to college awareness and college planning information and resources. Specific items addressed parent knowledge of financial aid opportunities. Parents also indicated the highest level of education they felt their child would complete. The survey was available in both English and Spanish,

and Spanish speaking interviewers were available to administer the Spanish version. The script for the parent survey is included in Appendix E.

Table 1.5 describes the characteristics of responding parents, and by inference, the characteristics of the population of parents of STAR students. About a third of households (34%) were single parent homes, and 65% of households consisted of two parents. Parents were predominately Hispanic (74%), and about 14% of parents were White. English was spoken in 94% of households, and Spanish was spoken in 39% of households. The average tenure at families' current address was 11 years. Household income levels were lower than state averages. About 51% of households had incomes less than \$35,000, 23% were between \$35,000 and \$75,000, and 14% of household had earnings of more than \$75,000. This compares to state averages of 44% with incomes less than \$35,000, 35% between \$35,000 and \$75,000, and 21% more than \$75,000 (U. S. Census Bureau, Census 2000). The educational attainment of STAR parents was similar to state averages. About 54% reported at least some college attendance, compared to 51% for the state of Texas (U. S. Census Bureau, Census 2000).

Table 1.5. Characteristics of Parent Survey Respondents, Spring 2010

Characteristic	Middle School Parents (n=233)	High School Parents (n=436)	All Parents (N=669)
Households, Two parent	68.2%	63.5%	65.2%
Households, Single parent	30.9%	35.3%	33.8%
Average number of years at current address	10.5	11.8	10.9
Ethnicity Latino/Hispanic	76.0%	72.7%	73.8%
Ethnicity White	15.0%	13.5%	14.1%
Ethnicity African American	3.0%	2.3%	2.5%
Average number of years of formal schooling	12.7	12.3	11.9
College attendance	52.4%	54.1%	53.5%
Average number of years of college attendance	3.2	3.5	3.4
Household income less than \$35,000 ^a	52.8%	50.2%	51.1%
Household income between \$35,000 and \$75,000 ^a	25.7%	21.8%	23.2%
Household income more than \$75,000 ^a	13.7%	13.5%	13.6%
English spoken at home ^b	93.6%	93.6%	93.6%
Spanish spoken at home ^b	35.2%	40.6%	38.7%

Source: STAR Parent Survey, spring 2010.

^aPercentages will not total to 100. Some parents did not respond to certain questions.

^bSome parents responded that both English and Spanish were spoken in the home.

Demographic and Performance Data

The evaluation relies on demographic and performance data collected primarily from TEA's archival databases: PEIMS and AEIS. PEIMS is an archival database that contains all data collected from Texas public schools by TEA. PEIMS includes student demographic and academic performance data, as well as information about school staffing, finance, and organization. AEIS is an archival database that contains information about the academic performance and accountability rating of each public school district and campus in Texas. Some analyses also incorporate data included in TEA's public school directory, known as AskTED. Results are presented for STAR campuses and include comparable findings for TEA-identified peer-comparison campuses⁵ and statewide averages for purposes of comparison.

⁵TEA-identified peer comparison campuses serve student populations that are similar those served by GEAR UP/STAR campuses.

THE ONGOING EVALUATION

The results presented in this report comprise the fourth-year findings for the evaluation of the STAR project. The ongoing evaluation will continue to gather data across the project's fifth (2010-11) and sixth (2011-12) implementation years, including survey and site visit data and demographic and performance data collected by TEA. As the STAR cohort progresses through high school, the evaluation will focus on how districts' implementation strategies change in order to meet the needs of students with immediate college planning needs and how districts' efforts may affect students' postsecondary outcomes. In addition, the evaluation will consider how districts plan to sustain the implementation of STAR's reforms when funds expire in 2012.

CHAPTER 2

THE CHARACTERISTICS OF STAR SCHOOLS

The evaluation's first research question addresses the characteristics of STAR schools and the cohorts of students receiving STAR services (i.e., students in Grades 7 through 10 in 2009-10). Using demographic and performance data collected primarily from TEA's PEIMS database and AEIS reports, this chapter presents information about STAR districts and campuses, including school size, and the characteristics of students and staff. Analyses incorporate comparisons of STAR schools to statewide averages.

CHARACTERISTICS OF STAR DISTRICTS AND CAMPUSES

The following sections describe the characteristics of STAR districts and campuses and rely primarily on data provided through TEA's AEIS reports for the 2009-10 school year.

Districts and Schools

Six school districts in the Gulf Coast area that enroll predominantly low-income, Hispanic students participate in the STAR project. Each school district includes a feeder system with at least one middle school and one high school. A feeder system, or vertical feeder pattern, includes middle schools that send students to a particular high school. As Table 2.1 shows, the 12 participating campuses include six mid-level schools (three schools serving Grades 7 and 8 and three serving Grades 6 to 8) and six high schools. Enrollment in STAR schools varied widely. On average, mid-level schools had fewer students (462 students) than high schools (759 students). Since 2000-01, overall enrollment has decreased from 9,359 students to 7,329 students, or a decrease of 21.7%, and enrollment decreases have tended to be steeper at the high school than at the middle school level (25.1% vs. 15.5%) (see Figure 2.1).

As noted in chapter 1, STAR is implemented in an add-a-cohort model that began with an initial cohort of Grade 7 students in 2006-07, and expands to include additional grade levels as students progress. During the 2009-10 school year, the initial group of Grade 7 students was in Grade 10 and the STAR cohort had expanded to include students in Grades 7 through 10. Table 2.1 shows the percentage of students by campus served by STAR in 2009-10, and indicates that 85% of mid-level students and 56% of high school students at STAR campuses were part of the cohort. Overall, 67% of students at the 12 STAR campuses were included in the program's student cohort in 2009-10.

Table 2.1. Student Enrollment for STAR Campuses, 2009-10

Campus	Number of Students	Number of Cohort Students ^a	Percentage of Cohort Students
Mid-Level Schools			
Falfurrias Junior High (6-8)	331	229	69%
Adams Middle School (7-8)	830	830	100%
Memorial Middle School (7-8)	508	508	100%
Driscoll Middle School (6-8)	636	413	65%
McCraw Junior High (7-8)	214	214	100%
Odem Junior High (6-8)	254	171	67%
Group Average	462	394	--
Group Total	2,773	2,365	85%
High Schools			
Falfurrias High School	422	232	55%
Alice High School	1,354	793	59%
H. M. King High School	1,084	627	58%
Miller High School	914	502	55%
Mathis High School	479	258	54%
Odem High School	303	162	53%
Group Average	759	429	--
Group Total	4,556	2,574	56%
Overall Average	611	412	--
Overall Total	7,329	4,939	67%

Source: Student enrollment (7,329) from 2010 Academic Excellence Indicator System (AEIS) campus student statistics data file.

^aGrades 7 through 10.

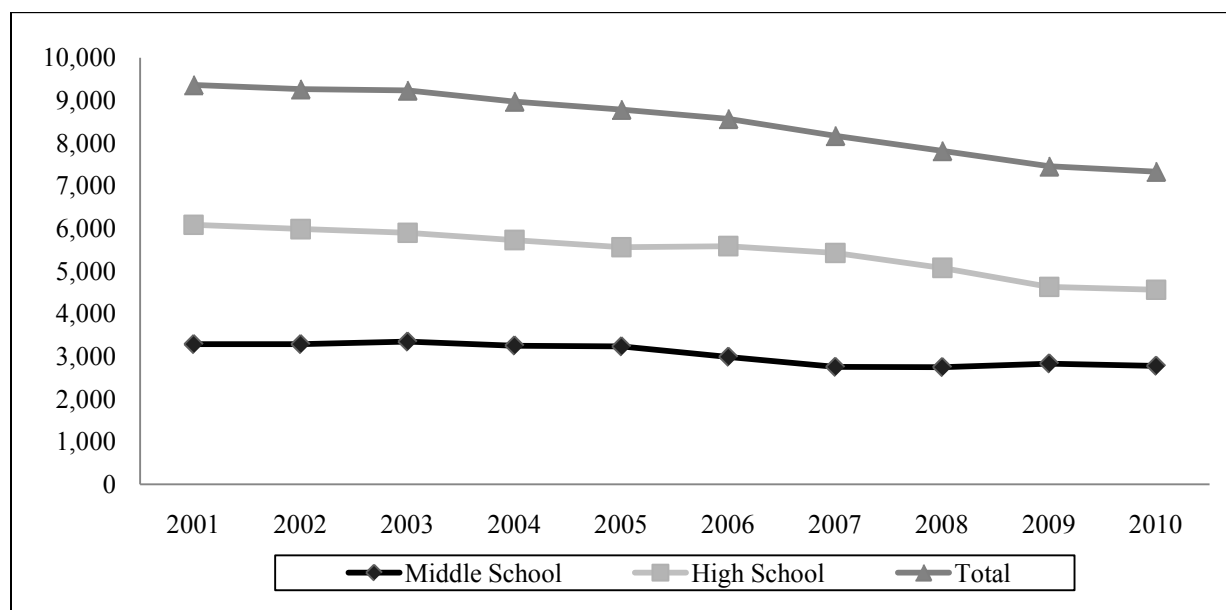


Figure 2.1. STAR middle school, high school, and total enrollment, 2001-2010.

Sources: Texas Education Agency 2001 through 2010 Academic Excellence Indicator System (AEIS) campus student statistics data files.

Student Cohort Characteristics

Figure 2.2 compares the demographic characteristics of students included in the STAR cohort in 2009-10 (i.e., student in Grades 7 through 10) with state averages, and indicates that the STAR cohort was comprised of a larger proportion of Hispanic students than the state as a whole (89% vs. 46% for the state) and a notably smaller proportion of White (8% vs. 36%) and African American students (3% vs. 14%). Relative to state percentages, a larger percentage of STAR cohort students were characterized as economically disadvantaged (76% vs. 53%) and a smaller percentage were limited English proficient, or LEP (3% vs. 8%).

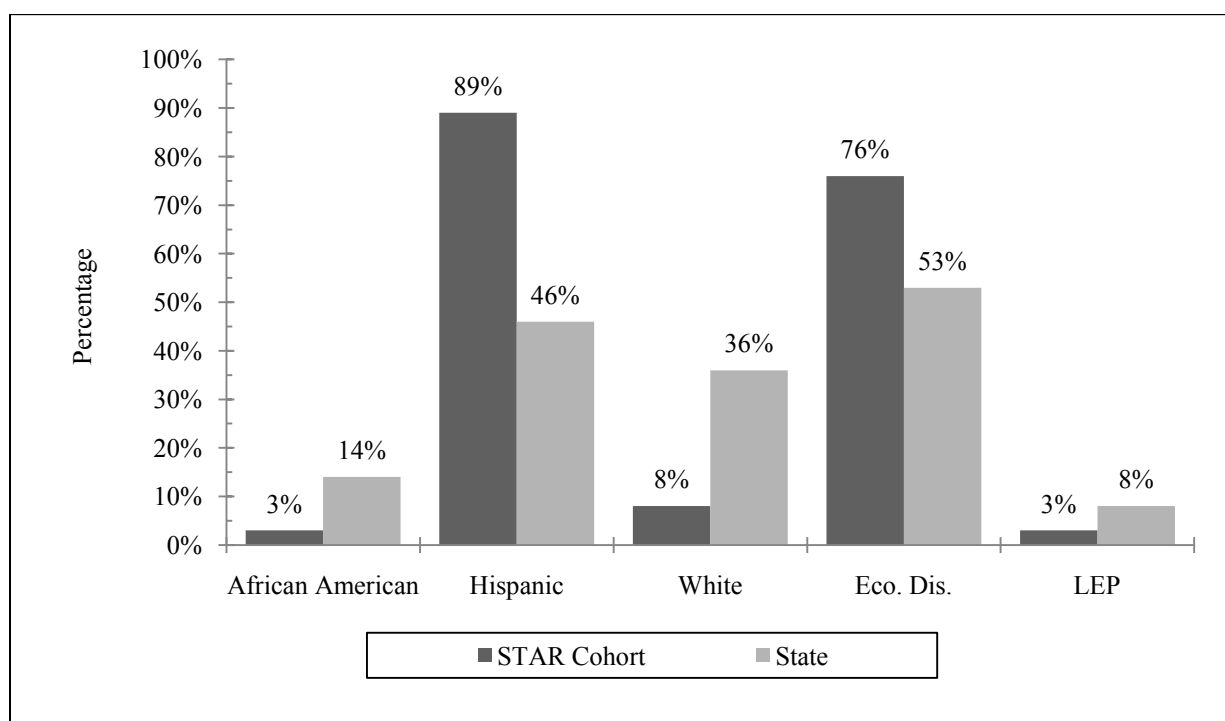


Figure 2.2. STAR cohort characteristics, 2009-10.

Sources: Texas Education Agency 2010 Public Education Information Management System (PEIMS) individual student demographic data file. State percentages were calculated from Texas Education Agency Academic Excellence Indicator System (AEIS) 2010 campus student statistics data file.

Notes. STAR cohort students were in Grades 7 through 10 in 2009-10. State percentages were calculated using counts of students in each group. State percentages excluded STAR campuses and included campuses with grade types “middle” and “secondary.” The majority of grade type “middle” campuses spanned Grades 6 to 8. The majority of grade type “secondary” campuses spanned Grades 9 through 12.

Table 2.2 reports the ethnic distribution of cohort students by campus and illustrates the variation between districts in the demographic characteristics of students served. For example, Falfurrias Junior High School and Falfurrias High School (Brooks County ISD) served 98% and 97% Hispanic students, respectively. On the other hand, Odem Junior High served 81% Hispanic students and Odem High School served 82% Hispanic students. Similarly, Memorial Middle School and H. M. King High School (Kingsville ISD) each served about 82% Hispanic students. Table 2.2 illustrates that STAR middle schools and high schools served roughly similar percentages of disadvantaged cohort students (79% vs. 72%), and that economic disadvantage varied by campus, with percentages ranging from 52% (Odum High School) to 94% (Driscoll Middle School).

Table 2.2. Student Cohort Characteristics, 2009-10

Campus	Percent African American	Percent Hispanic	Percent White	Percent Eco. Disadv.	Percent LEP
Mid-Level Schools					
Falfurrias Junior High	0.0%	97.8%	2.2%	80.3%	3.1%
Adams Middle School	0.2%	93.5%	6.0%	75.7%	2.3%
Memorial Middle School	5.5%	82.1%	10.6%	76.2%	1.6%
Driscoll Middle School	10.4%	83.3%	5.6%	93.9%	3.4%
McCraw Junior High	0.9%	93.0%	6.1%	91.6%	2.3%
Odem Junior High	0.0%	80.7%	19.3%	53.8%	0.0%
Group Percentage^a	3.2%	88.7%	7.5%	79.3%	2.2%
High Schools					
Falfurrias High School	0.0%	96.6%	3.0%	78.0%	3.0%
Alice High School	0.4%	92.8%	6.6%	66.5%	2.9%
H. M. King High School	3.2%	82.0%	13.1%	65.7%	3.0%
Miller High School	6.8%	86.9%	4.8%	87.8%	3.8%
Mathis High School	0.8%	88.8%	10.5%	83.7%	1.6%
Odem High School	0.0%	81.5%	17.3%	51.9%	0.6%
Group Percentage^a	2.3%	88.3%	8.5%	72.3%	2.8%
GEAR UP Percentage^a	2.7%	88.5%	8.1%	75.6%	2.6%
State Percentage^b	14.4%	45.5%	35.9%	52.7%	7.8%

Sources: Texas Education Agency 2010 Public Education Information Management System (PEIMS) individual student demographic data file. State percentages were calculated from Texas Education Agency Academic Excellence Indicator System (AEIS) 2010 campus student statistics data file.

Note. STAR cohort students were in Grades 7 through 10 in 2009-10.

^aGroup and STAR percentages were calculated using counts of students in each group.

^b State percentages excluded STAR campuses and included campuses with grade types “middle” and “secondary” only. The majority of grade type “middle” campuses spanned Grades 6 to 8. The majority of grade type “secondary” campuses spanned Grades 9 to 12. Percentages were calculated using counts of students.

Educational Programs

Figure 2.3 and Table 2.3 present information on cohort students participating in educational programs designed to meet specific educational needs, such as special education and gifted and talented programs. The average percentage of cohort students enrolled in special education was 14% which is higher than the state average of 10%. A smaller percentage of cohort students were enrolled in bilingual/English as a Second Language (ESL) programs than students statewide (2% vs. 7%). The percentage of cohort students enrolled in gifted and talented programs in STAR schools was slightly lower than the state percentage (8% vs. 10%).

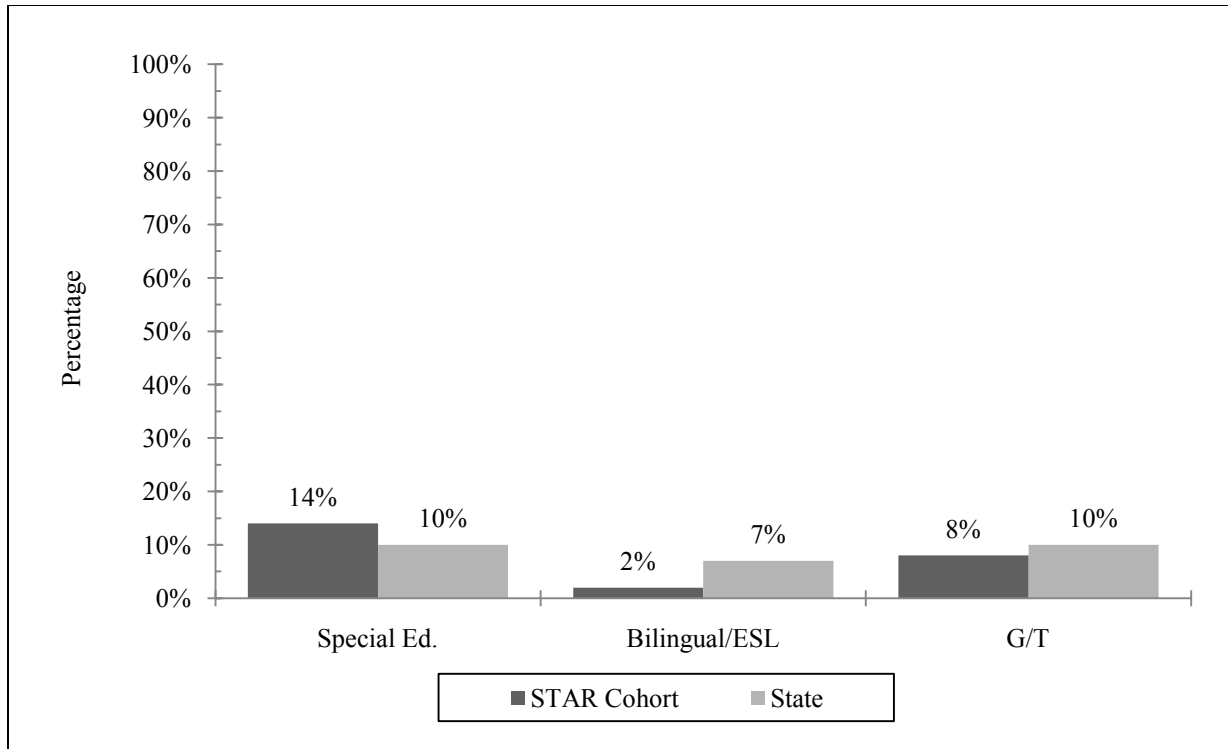


Figure 2.3. Cohort students participating in special programs, 2009-10.

Sources: Texas Education Agency 2010 Public Education Information Management System (PEIMS) individual student demographic data file. State percentages were calculated from Texas Education Agency Academic Excellence Indicator System (AEIS) 2010 campus student statistics data file.

Notes. STAR cohort students were in Grades 7 through 10 in 2009-10. State percentages were calculated using counts of students in each group. State percentages excluded STAR campuses and included campuses with grade types “middle” and “secondary.” The majority of grade type “middle” campuses spanned Grades 6 to 8. The majority of grade type “secondary” campuses spanned Grades 9 to 12.

Table 2.3. Cohort Students in Special Programs, 2009-10

Campus	Percent Special Education	Percent Bilingual/ESL	Percent Gifted and Talented
Junior High and Middle Schools			
Falfurrias Junior High	13.5%	2.6%	10.5%
Adams Middle School	8.8%	2.3%	12.9%
Memorial Middle School	9.6%	1.2%	8.9%
Driscoll Middle School	21.3%	3.1%	0.0%
McCraw Junior High	12.1%	1.4%	4.2%
Odem Junior High	11.7%	0.6%	10.5%
Group Percentage^a	12.1%	2.0%	8.6%
High Schools			
Falfurrias High School	19.8%	3.0%	12.1%
Alice High School	12.5%	2.9%	11.8%
H. M. King High School	13.2%	1.1%	5.6%
Miller High School	23.1%	3.8%	0.6%
Mathis High School	12.8%	1.2%	4.3%
Odem High School	17.9%	1.9%	7.4%
Group Percentage^a	15.7%	2.4%	7.1%
GEAR UP Percentage^a	14.0%	2.2%	7.8%
State Percentage^b	10.2%	7.3%	10.2%

Sources: Texas Education Agency 2010 Public Education Information Management System (PEIMS) individual student demographic data file. State percentages were calculated from Texas Education Agency Academic Excellence Indicator System (AEIS) 2010 campus student statistics data file.

Note. STAR cohort students were in Grades 7 through 10 in 2009-10.

^aGroup and STAR percentages were calculated using counts of students in each group.

^bState percentages excluded STAR campuses and included campuses with grade types “middle” and “secondary” only. The majority of grade type “middle” campuses spanned Grades 6 to 8. The majority of grade type “secondary” campuses spanned Grades 9 to 12. Percentages were calculated using counts of students.

SUMMARY

This chapter has provided information about the characteristics of STAR districts and campuses, including staff and cohort students, and included comparisons to state averages. STAR cohort students were in Grades 7 through 10 in 2009-10. Overall, 67% of students at STAR campuses were served in 2009-10. That included 85% of mid-level students and 56% of high schools students.

The STAR cohort was made up of substantially larger proportions of Hispanic students (89% vs. 46%) and low-income students (76% vs. 53%) than combined state middle and high school averages in 2009-10. Correspondingly, the cohort was made up of smaller proportions of African American (3% vs. 14%) and White (8% vs. 36%) students than other Texas middle and high schools. Despite its concentration of Hispanic students, the STAR cohort included lower proportions of LEP students (3% vs. 8%) than middle and high schools statewide in 2009-10.

In terms of special educational programs, proportionately more STAR cohort students participated in special education (14% vs. 10%) than Texas middle and high schools, on average. Similar to results for LEP students, proportionately fewer cohort students participated in bilingual and ESL programs than the state average for middle and high schools (2% vs. 7%).

CHAPTER 3

STAR PERFORMANCE INDICATORS

The STAR project attempts to improve the academic preparation of students with a goal of increasing the number of students who pursue higher education opportunities. To measure progress toward this goal, this chapter compares fourth year data (2009-10) with baseline data across several important academic indicators. The chapter utilizes data provided through TEA's AEIS database and includes measures related to accountability ratings and performance on the Texas Assessment of Knowledge and Skills (TAKS) examinations. Results are reported across indicators for STAR cohort students and, where appropriate, for TEA-identified "peer group" campuses,⁶ as well as state averages for purposes of comparison. The focus is on four groups or cohorts of students. Cohort 1 includes students who were in Grade 10 in 2009-10 and in Grade 6 in their baseline year of 2005-06. Cohort 2 students were in Grade 9 in 2009-10 and in Grade 6 in their baseline year of 2006-07, Cohort 3 students were in Grade 8 in 2009-10 and in Grade 6 in their baseline year of 2007-08, and Cohort 4 students were in Grade 7 in 2009-10 and in Grade 6 in their baseline year of 2008-09.

Note that Appendix I compares 2008-09 data with 2005-06 data across a wide variety of academic indicators that are benchmarks against which districts' progress toward STAR goals may be measured in future evaluation years. It is important to note that these data reflect the performances of all students in STAR schools and are not measures of the performance of cohort students.

STAR CAMPUS ACCOUNTABILITY INDICATORS

Accountability Ratings

Under the Texas accountability system, campuses are assigned one of four ratings—*Exemplary*, *Recognized*, *Academically Acceptable*, and *Academically Unacceptable*—which are largely based on TAKS performance, completion rates, and dropout rates. Data presented in Table 3.1 indicate that across implementation years, most STAR campuses have been rated *Academically Acceptable*; however, in 2009-10, two middle schools and two high schools received the *Recognized* rating.

Table 3.1. STAR Campus Accountability Ratings, 2005-06 through 2009-10

Rating	Middle Schools					High Schools				
	05-06	06-07	07-08	08-09	09-10	05-06	06-07	07-08	08-09	09-10
Exemplary	0	0	0	0	0	0	0	0	0	0
Recognized	0	0	0	0	2	0	0	0	0	2
Acceptable	6	5	5	6	4	5	4	5	5	3
Academically Unacceptable	0	1	1	0	0	1	2	1	1	1

Sources: 2005-06 through 2009-10 Academic Excellence Indicator System (AEIS) campus reference files.

⁶For each campus in the state, TEA has created a peer or comparison group of 40 public school campuses selected on the basis of six student demographic characteristics, including the percentages of African American, Hispanic, and White students, the percentage of economically disadvantaged students, the percentage of limited English proficient students, and the campus mobility rate (TEA, 2007). For a specific performance indicator, TEA reports the median value of the 40 comparison campuses on that indicator. Thus, peer groups allow for comparisons of campus performance for similar schools.

TAKS Performance

Table 3.2 compares the four cohorts of students on STAR campuses with peer campus and state averages. Comparisons focus on baseline year⁷ to 2009-10 changes for each group. For each group of students, average baseline to 2009-10 changes were roughly similar to those of peer campuses and the state overall. For example, for Cohort 1, the average passing rate from baseline to 2009-10 change for “all tests taken” was -8 percentage points. This compares to a -13 percentage point change for peer campuses and a -12 percentage point change for the state. Cohort 2 experienced a -10 percentage point average baseline to 2009-10 change for “all tests taken,” which was similar to peer campuses (-8 percentage points) and the state (-7 percentage points). The “all tests taken” average baseline to 2009-10 change for Cohort 3 was -7 percentage points, which compares to -13 percentage points for peer campuses and -11 percentage points for the state. For Cohort 4 students, the change in “all tests taken” passing rates from baseline to 2009-10 was -4 percentage points, while for peer campuses and the state, the change was -5 percentage points.

⁷As stated earlier, Cohort 1 students were in Grade 10 in 2009-10 and in Grade 6 in their baseline year of 2005-06. Cohort 2 students were in Grade 9 in 2009-10 and in Grade 6 in their baseline year of 2006-07, Cohort 3 students were in Grade 8 in 2009-10 and in Grade 6 in their baseline year of 2007-08, and Cohort 4 students were in Grade 7 in 2009-10 and in Grade 6 in their baseline year of 2008-09.

Table 3.2 TAKS Passing Rates for STAR Cohort Students

Cohort/TAKS Test	STAR Campuses			Peer Campuses ^a			State	
	Baseline	2009-10	Baseline to 2010 Change	Baseline	2009-10	Baseline to 2010 Change	Baseline	2009-10 Change
Cohort 1 -- Grade 10 in 2009-10, Grade 6 (Baseline) in 2005-06								
All tests taken	63%	55%	-8%	70%	57%	-13%	78%	66%
Reading/ELA	86%	87%	+1%	88%	90%	+2%	92%	91%
Mathematics	66%	66%	0%	73%	68%	-5%	81%	75%
Cohort 2 -- Grade 9 in 2009-10, Grade 6 (Baseline) in 2006-07								
All tests taken	61%	51%	-10%	71%	63%	-8%	78%	71%
Reading/ELA	88%	90%	+2%	89%	91%	+2%	92%	92%
Mathematics	63%	52%	-11%	75%	65%	-10%	80%	72%
Cohort 3 -- Grade 8 in 2009-10, Grade 6 (Baseline) in 2007-08								
All tests taken	66%	49%	-17%	75%	62%	-13%	81%	70%
Reading/ELA	88%	84%	-4%	91%	88%	-3%	94%	91%
Mathematics	68%	64%	-4%	79%	77%	-2%	83%	81%
Cohort 4 -- Grade 7 in 2009-10, Grade 6 (Baseline) in 2008-09								
All tests taken	65%	61%	-4%	73%	68%	-5%	80%	75%
Reading/ELA	89%	78%	-11%	90%	82%	-8%	93%	86%
Mathematics	67%	69%	+2%	77%	77%	0%	82%	82%

Sources: STAR and peer campus data from Academic Excellence Indicator System (AEIS) campus level TAKS data files (2005-06 through 2009-10), and State Performance Reports from 2005-06 through 2009-10.

Notes: These analyses compare the performance of the same group of students as they progress through grade levels. For example, the Cohort 3 students in Grades 6 and 7 are viewed as the same group of students. This quasi-cohort method is not an analysis of matched students over time because there is attrition from one year to the next (e.g., some students are retained, others move from school to school, etc.). Because mid-level campuses in three STAR districts did not have Grade 6, their corresponding intermediate campuses were used for Grade 6 data. These districts and their corresponding intermediate campuses were Dubose Intermediate and Memorial Intermediate in Alice ISD, Gillett Intermediate in Kingsville ISD, and Mathis Intermediate in Mathis ISD.

^aFor each campus in the state, TEA creates a peer comparison group of 40 public school campuses selected on the basis of six student demographic characteristics. These are the percentages of African American, Hispanic, White, economically disadvantaged, and LEP students as well as the percentage of mobile students. TEA then reports the median or middle value of the 40 comparison campuses on a performance indicator.

SUMMARY

This chapter reported STAR campus accountability ratings from 2006 through 2010. In addition, archival data gathered from the TEA's AEIS data system was used to present baseline to 2010 TAKS comparisons for the four STAR student cohorts. Each year from 2006 through 2010, most STAR campuses were rated *Academically Acceptable*, however, in 2009-10 two STAR middle schools and two STAR high schools improved their academic outcomes and received the *Recognized* rating. STAR students had baseline to 2009-10 changes in TAKS outcomes that were comparable to peer campus students and state averages.

CHAPTER 4

MEASURING STAR IMPLEMENTATION

In an attempt to understand why programs designed to improve student achievement outcomes succeed or fail, researchers are increasingly focusing on the manner in which schools implement their programs. Considerable research has demonstrated that the quality of program implementation is closely associated with student outcomes and that teacher buy-in and support as well as district and campus level commitment to program goals are important to implementation quality (Berman & McLaughlin, 1978; Bifulco, Duncombe, & Yinger, 2005; Borman, 2005; Borman, Hewes, Overman, & Brown, 2003; Datnow, Borman, & Stringfield, 2000; Vernez, Karam, Mariano, & DeMartini, 2006; Yap, 1996). Recognizing that educational programs are unlikely to produce their desired outcomes if they are implemented partially, or not at all, researchers have developed methodologies designed to measure the degree to which schools implement the core components of the educational programs they adopt, or the fidelity of implementation. Such methodologies rely heavily on data collected through surveys of program stakeholders as well as observations of program implementation in classrooms or other educational settings.

Researchers at RAND designed an approach to measuring the implementation of models of Comprehensive School Reform, or CSR, that rely on survey and observational data to (1) measure the degree to which individual components of a CSR model were implemented in participating schools, and (2) provide an overall measure of program implementation derived from aggregated (averaged) measures of model component implementation (Vernez, Karam, Mariano, & DeMartini, 2006). In developing its approach to measuring implementation, RAND first identified the key components of each CSR model it considered and translated components into “a set of model requirements, practices, and support activities that a school *should have* or *do* in order to faithfully implement the model in all of its dimensions” (emphasis in original, p. 20). Then researchers specified the criteria that defined the full implementation of each model component and its related supporting components. Survey items designed to measure the degree to which each component was present were also developed. Survey results were standardized in order to facilitate the comparison across different types of indicators (e.g., categorical, scale, or continuous response items). Standardized scores were then used to measure the degree to which individual CSR model components were implemented relative to maximum score values (i.e., the score representing full implementation). This process enabled researchers to produce (1) an overall score for each supporting component of core model components, (2) core component scores derived from averaged supporting component scores, and (3) an overall implementation score derived from the averaged scores of core components (p. 33).

MEASURING THE IMPLEMENTATION OF STAR

The measurement of STAR implementation presented in this report incorporates RAND’s methodology. Researchers first identified the core components of STAR implementation based on the program’s broad purposes discussed in chapter 1. These core components include:

1. Raising Academic Standards,
2. Engaging Teachers and Students,
3. Increasing Student and Parent Access to Information, and
4. Building School and Community Cultures that Support Academic Achievement.

Because STAR districts did not receive grant funding until late in the fall 2006 semester, most districts did not begin to implement the program until spring 2007. Given STAR's abbreviated first-year implementation period, the measurement of implementation begins in STAR's second year (2007-08) when districts were fully implementing the program.

In developing the approach to measuring STAR implementation, researchers reviewed relevant research and STAR's eight goals (see Appendix F) to identify and define the supporting components for each of the core components listed above. Once supporting components were defined, researchers revised data collection instruments to gather information measuring the degree to which supporting components were present in STAR schools. Central to this task was the development of survey items and classroom observation instruments that measured the varied dimensions of supporting components.

In the spring of each evaluation year, surveys are administered to teachers, counselors, and librarians; middle and high school students; and parents of students attending STAR campuses. Characteristics of spring 2010 survey respondents and response rates are presented in chapter 1. In addition, researchers conduct site visits to each STAR campus each spring. Site visits include classroom observations, and in spring 2010, researchers conducted 93 observations STAR classrooms (see Table 1.2 in chapter 1). Following RAND's model, classroom observation data and survey items are standardized to enable comparisons across different scales, and survey scales are tested to verify their internal consistency (coefficient alphas ranged from 0.67 to 0.90 across measures). Researchers work with TEA staff and program administrators to identify the criteria that define whether supporting components have been implemented to a (1) *minimal*, (2) *partial*, (3) *substantial*, or (4) *full* degree.

The section that follows describes each core component of STAR implementation and its related supporting components. Each supporting component is made up of a set of indicators measured by survey instruments, classroom observations, PEIMS data, and so on. Indicator scores are averaged to produce an aggregate implementation score for each supporting component. In turn, supporting component scores are averaged to produce an aggregate implementation score for each respective core component, and core component scores are averaged to produce an overall, or aggregate, implementation score for each STAR campus (see Figure 4.1). Report chapters present aggregate findings for STAR middle schools and high schools, as well as overall program implementation across implementation years. For more specific information on the data sources used to measure each STAR component and the indicators that make up each supporting component, please see Table G.1 in Appendix G.

Raising Academic Standards

Research has consistently indicated that the strongest indicator of the likelihood that a student will be successful in postsecondary educational opportunities is the rigor of their academic preparation (Adelman, 1999, 2006; Levin, Belfield, Muennig, & Rouse, 2007; Roderick, Nagaoka, & Allensworth, 2006). In order to improve students' preparation for postsecondary opportunities, STAR focuses on three supporting components of increasing academic standards: (1) *Academic Rigor*, (2) *Curriculum Alignment*, and (3) *Advanced Academics*.

Academic rigor. In order to increase rigor in classroom instruction, STAR provides professional development for teachers in implementing AP strategies in all core content classrooms and in working in vertical teams to align instruction between grade levels. As teachers learn to implement techniques designed to increase the rigor of instruction, students are expected to become more engaged in learning and experience improved academic outcomes. The measurement of academic rigor in STAR classrooms used data collected during classroom observations in a sample of core content classrooms in STAR middle and high schools in spring 2010. Researchers completed observations using an instrument that measured the degree to which instructional activities incorporated higher order thinking skills, as well as subject-specific indicators of rigorous instruction drawn from College Board materials. Table 1.2 in

chapter 1 presents the number of observations conducted by subject area and school type in spring 2010, and the evaluation's classroom observation instrument is included in Appendix E.

Curricular alignment. In order to support teachers in improving students' academic achievement, STAR-partner the College Board offers professional development in vertical teaming to faculty on all STAR campuses. While the College Board's professional development curriculum is designed to instruct teachers in strategies that support students enrolled in AP coursework, the training is applicable to non-AP content and is offered to all core content area teachers. In addition, the College Board offers training designed to support vertical teams among middle and high school counselors.

The College Board defines a vertical team as:

...a group of educators from different grade levels in a given discipline who work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the academic skill necessary for success in the Advanced Placement Program and other challenging coursework (College Board, 2004, p.3).

The College Board training assists teachers and counselors in working collaboratively to develop instructional plans that build on one another to create a vertically articulated path through course content. The measurement of curricular alignment used items from the teacher survey that addressed teachers' use of vertical teaming strategies and participation in vertical team meetings.

Advanced academics. As part of efforts to increase the rigor of instruction for low-income and minority students, there has been a push to increase the number of such students enrolled in AP coursework. In measuring this component, researchers relied on TEA Course Completion Records to determine the percentage of students in STAR middle and high schools participating in advanced courses. However, the evidence resulting from such efforts suggests that the benefits of AP coursework accrue only to students who are able to pass AP exams and that there is little value in extending AP classes to students who are unprepared for challenging coursework or in watering down course content to ensure broader student participation (Geiser & Santelices, 2004; Dougherty, Mellor, & Jian, 2006). Thus, the challenge for STAR districts is to ensure that students' ability to participate in AP coursework results from increased academic preparation and not diluted course content. Therefore, researchers also relied on data provided by the College Board indicating the percentage of students in STAR high schools who participated in AP exams, as well as the percentage of AP exams earning a score of 3 or higher to evaluate whether participation in advanced courses in STAR schools effectively prepared students for postsecondary education.

Engaging Teachers and Students

STAR seeks to engage teachers and students in achieving program goals through targeted grant activities. Teachers are provided with opportunities to participate in high quality professional development offered by the College Board, and schools are expected to offer a range of activities designed to increase student engagement in achieving academic goals. In measuring student and teacher engagement, the evaluation identified two supporting components (1) *Teacher Participation in Professional Development Activities* and (2) *Student Engagement in Schooling*.

Teacher participation in professional development activities. In support of the curricular alignment goals discussed in the previous section, STAR provides teachers with the opportunity to participate in high quality training activities offered by the College Board. Training activities are designed to improve teachers' skill in designing and implementing rigorous instruction and in collaborating with colleagues. In order to measure teachers' participation in professional development opportunities, the evaluation relied

on information collected through the spring 2010 survey of teachers and professional development attendance data collected by POC during the 2009-10 school year.

Student engagement in schooling. The evaluation relied on data on student participation in a range of school activities designed to improve academic outcomes (e.g., tutoring, mentoring, study skills workshops, etc.), as well as data on student attendance rates available through Texas' PEIMS archival database.

Increasing Student and Parent Access to Information

Recognizing that many low-income families lack the information needed to effectively plan for and take advantage of postsecondary educational opportunities, STAR seeks to increase parents' and students' access to postsecondary planning information. In measuring this component of STAR, researchers identified two supporting components: (1) *Student Access to Information* and (2) *Parent Access to Information*. Both components were measured using information gathered through spring 2010 surveys of STAR parents and students, and student access to information was supplemented by partner-collected data addressing student attendance at informational programs offered by project partners across the 2009-10 school year.

Building School and Community Cultures that Support Academic Achievement

STAR also seeks to support academic outcomes by building school and community cultures focused on student achievement. STAR partner organizations, FACE and NHI, offer programs designed to engage parents, students, and the larger community in school activities. In measuring the degree to which school and community cultures provided support for student outcomes, the evaluation identified two supporting components: (1) *School Environment* and (2) *Parent and Community Support*.

School environment. As a means to measure the degree to which school environments provided strong support for student achievement, the evaluation relied on data collected through the spring 2010 teacher survey that addressed school leadership, staff buy-in and support for STAR goals, and whether school environments enabled an innovative culture that encouraged new approaches to instruction.

Parent and community support. Parent and community support for student achievement are measured using data collected through the spring 2010 surveys of STAR teachers and parents. Survey items focused on the level of parent support for students' academic goals as well as parent and community involvement in school activities.

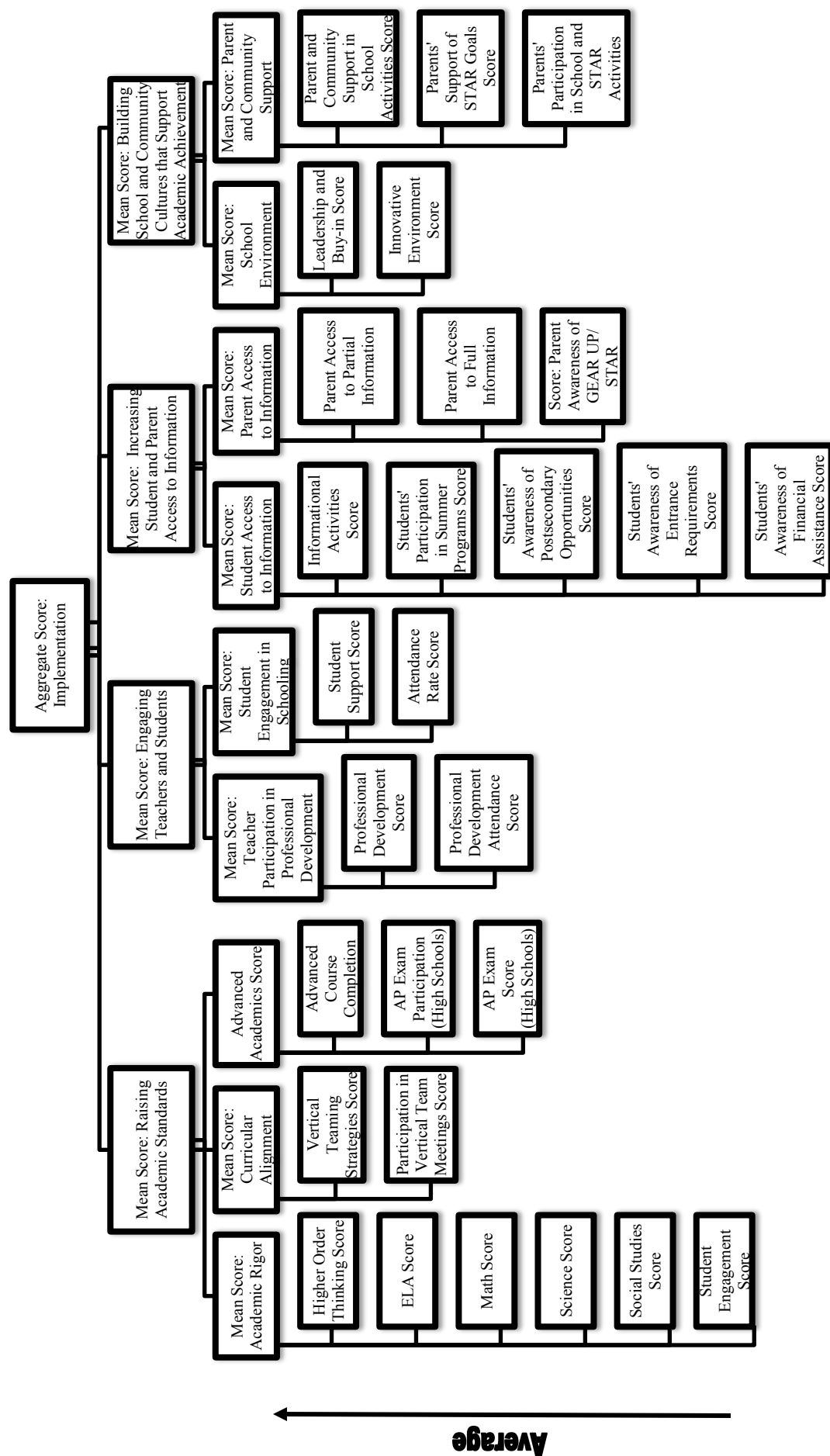


Figure 4.1. Implementation evaluation: The model, 2009-10.

Sources: STAR Classroom Observations, spring 2010; STAR Teacher, Counselor, and Librarian Survey, spring 2010; Texas Education Agency (TEA) Course Completion Records, 2008-09; College Board Advanced Placement (AP) Examination Participation and Performance Overview Reports, 2008-09; STAR Middle School and High School Student Surveys, spring 2010; Pre-College Outreach Center (POC) Training Attendance Records, 2009-10; Public Education Information Management Systems (PEIMS) 2008-09 attendance data; POC Summer Program Attendance Records, 2009-10; STAR Parent Survey, spring 2010.

Note. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

SUMMARY

This chapter provided an overview of the methodology used to measure (1) the overall implementation of STAR in participating schools, (2) the implementation of STAR's four core components, and (3) the implementation of varying dimensions of core components, or supporting components. In disaggregating implementation scores by core and supporting components, the evaluation seeks to provide a means to identify areas of strength and weakness in district and campus implementation strategies and to provide a useful tool to measure districts' progress toward full implementation.

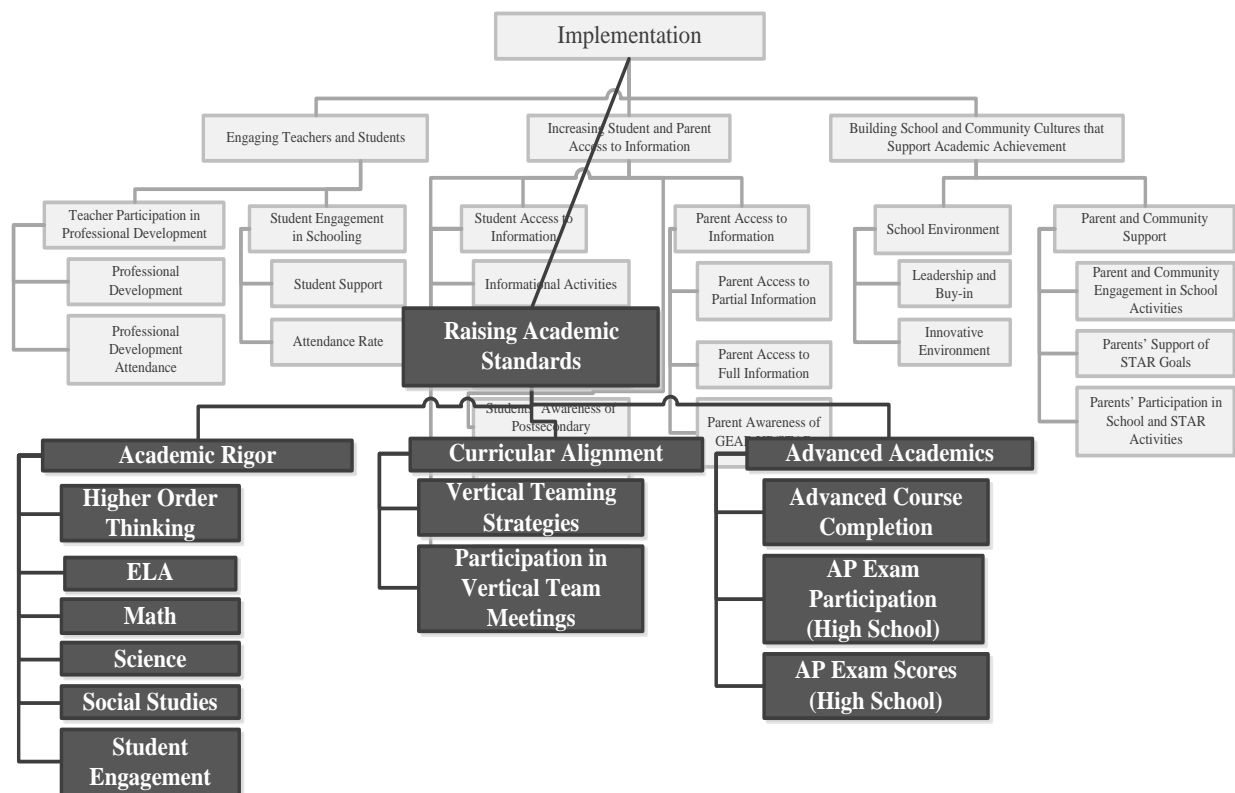
CHAPTER 5

RAISING ACADEMIC STANDARDS

A primary objective of STAR is to raise academic expectations for all students in order to increase the number of students “who are prepared to enter and succeed in postsecondary education” (TEA, 2006; USDE, 1998). To achieve this goal, STAR schools are expected to increase academic rigor through instructional and curricular reform, and students in STAR schools are encouraged to participate in advanced courses. The USDE’s 2008 evaluation of GEAR UP programs nationally emphasized the importance of intensive instructional reform, noting that only programs which successfully increased academic rigor experienced improved student outcomes. However, research has found that effecting instructional change is a particularly challenging component of school reform (Vernez, Karam, Mariano, & DeMartini, 2006).

As a means to measure STAR campuses’ efforts to raise academic standards, the evaluation considers three supporting components of instructional rigor: (1) the extent to which STAR teachers use rigorous instructional strategies across all core content courses (*Academic Rigor*), (2) the extent to which STAR teachers align instruction with campus and district colleagues (*Curricular Alignment*), and (3) the availability of rigorous course offerings for students in STAR schools (*Advanced Academics*). Exhibit 5.1 highlights the *Raising Academic Standards* component of STAR implementation, its supporting components and indicators. These aspects of STAR implementation are discussed in this chapter.

Exhibit 5.1



DATA SOURCES: ACADEMIC STANDARDS

The measurement of STAR districts' efforts to improve academic standards relies on data collected through (1) observations of instruction in a sample of core content area classrooms in STAR schools conducted in spring 2010; (2) spring 2010 surveys of teachers on STAR campuses; (3) TEA Course Completion records for the 2009-10 school year; and (4) AP Examination Performance and Participation Overview Reports provided by the College Board for the 2008-09 school year. Note that given the timing of the College Board AP data, analyses that incorporate this information are lagged a year. (See Appendix G for detailed information on the measurement of each of the three supporting components of *Raising Academic Standards* as well as indicators of supporting components.) In addition, the chapter includes additional data collected on spring 2010 surveys, as well as during teacher focus groups and administrator interviews conducted during spring 2010 site visits.

The sections that follow discuss the evaluation's approach to measuring each indicator and supporting component of the *Raising Academic Standards* component of STAR implementation. For most analyses, results are presented for middle schools, high schools, and for all STAR campuses across 3 implementation years (i.e., 2007-08, 2008-09, and 2009-10). As noted throughout the discussion, some data either were not available or were not collected in a given implementation year. In these instances, the absence of data is not applicable to the presentation of findings. Textboxes included in the chapter highlight the challenges districts encountered in their efforts to raise academic standards, as well as the best practices of districts that successfully overcame implementation challenges.

MEASURING ACADEMIC RIGOR

Improving the level of rigor in classroom instruction is central to achieving STAR's goal of increasing students' readiness for postsecondary educational opportunities. As discussed in previous chapters, access to rigorous instruction and challenging coursework in high school is the strongest determinant of whether a student will be successful in postsecondary educational opportunities. In order to increase the level of rigor in instruction, STAR offers a range of teacher professional development opportunities designed to improve instruction through the use of AP instructional strategies. These include developing and implementing lessons that increase student engagement and participation, using questioning techniques that elicit higher-order thinking, developing quality assessments, and providing effective remediation.

Throughout the 2009-10 school year,⁸ POC and College Board training consultants visited STAR campuses each month in order to observe classroom instruction, offer feedback, model subject-specific AP instructional strategies, and provide support for curricular alignment. During classroom observations conducted in spring 2010, researchers measured the extent to which observed lessons included the higher-order thinking skills and AP subject specific instructional strategies addressed in training, as well as the degree to which lessons engaged students in the learning process. Researchers averaged scores across observed classrooms to find a mean score per indicator for each campus and converted scores to a 5-point scale, where scores indicate the extent to which each instructional component was implemented: *not at all* (0.00-1.25), *to a small extent* (1.26-2.50), *to a moderate extent* (2.51-3.75), and *to a large extent* (3.76-5.00). As noted in chapter 1, spring 2010 classroom observations were limited to grade levels that served student cohorts included in STAR services—Grades 7 and 8 at the middle school level and Grades 9 and 10 at the high school level.

⁸As discussed in chapter 6, the approach to providing professional development in 2009-10 differed from previous implementation years in that district-specific training was offered at individual campuses rather than at a workshop attended by teachers across districts.

Indicator Score: Higher Order Thinking Skills

Figure 5.1 illustrates the extent to which observed lessons included *Higher Order Thinking Skills* across the 2007-08, 2008-09, and 2009-10 school years. As indicated in the figure, average scores increased across implementation years for both middle and high schools. In 2009-10, observed teachers used higher order thinking strategies to a *moderate extent* at both the middle (2.68) and high school (2.68) levels. This represents growth from the 2008-09 school year, in which researchers observed higher order thinking strategies to a *small extent* (2.43 overall).

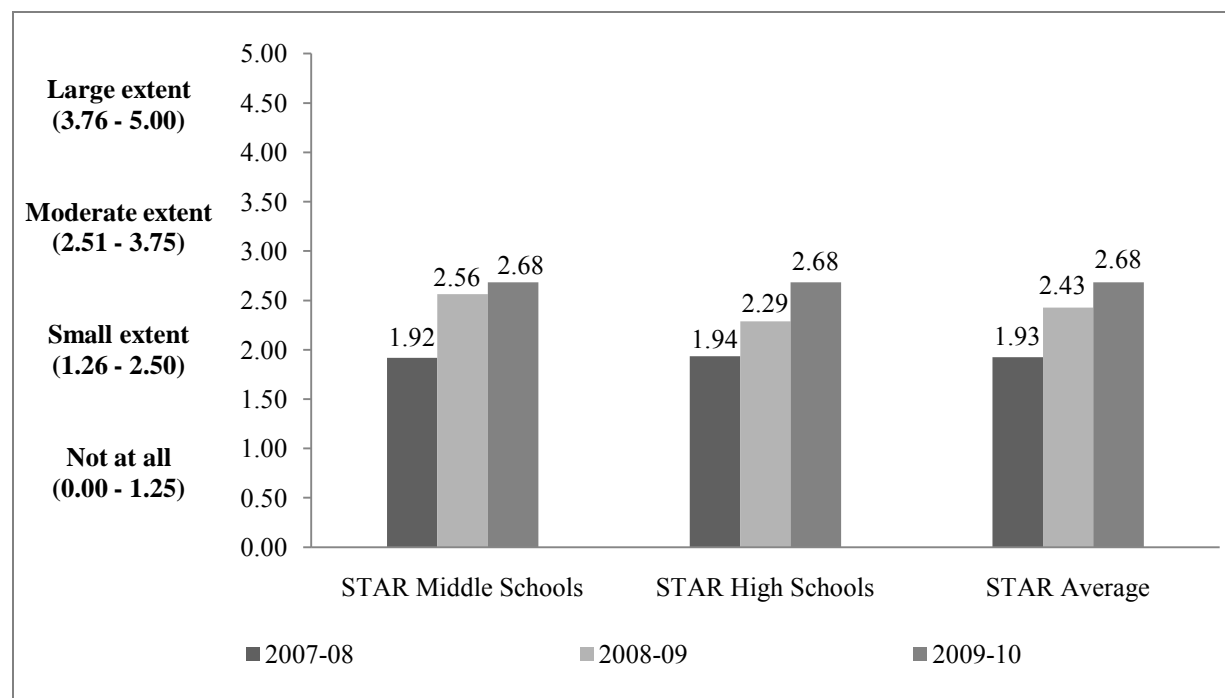


Figure 5.1. Average STAR scores for Higher Order Thinking Skills, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Classroom Observations, spring 2008, spring 2009, and spring 2010.

Notes. Scores reported using a 5-point scale: *not at all* (0.00-1.25), *a small extent* (1.26-2.50), *a moderate extent* (2.51-3.75), and *a large extent* (3.76-5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Indicator Scores: Subject Specific Instructional Strategies

Researchers also recorded the extent to which teachers incorporated *AP Subject Specific Instructional Strategies* for each of the four core content areas (i.e., English/language arts (ELA), math, social studies, and science) during classroom observations in the respective subject areas. Results for middle school classrooms are presented in Figure 5.2a, results for high school classrooms are presented in Figure 5.2b, and results aggregated across both sets of classrooms are presented in Figure 5.2c. Findings for middle schools indicate that the use of *Subject Specific Instructional Strategies* increased across years in math and science classrooms, but for ELA and social studies the use of strategies decreased during the 2009-10 school year. In contrast, the use of subject specific strategies for all subject areas increased across all subject areas at the high school level in 2009-10, with the most notable increases occurring in math and ELA. In the aggregate, STAR classrooms incorporated AP strategies to a *moderate extent* in 2009-10, as compared to a *small extent* in years prior (see Figure 5.2c). Differences in the implementation of AP strategies at the middle school and high school levels may reflect how College Board training in vertical

teaming and AP strategies was delivered in 2009-10. During the year most district-specific training was delivered at the high school campus during the school day as a means to ensure that teachers serving students in the initial STAR student cohort (10th graders in 2009-10) and AP teachers received appropriate training. While this training was also open to middle school teachers, differences in campus schedules as well as concerns over teachers being out of the classroom during instructional hours limited teachers' participation in training on some middle school campuses.

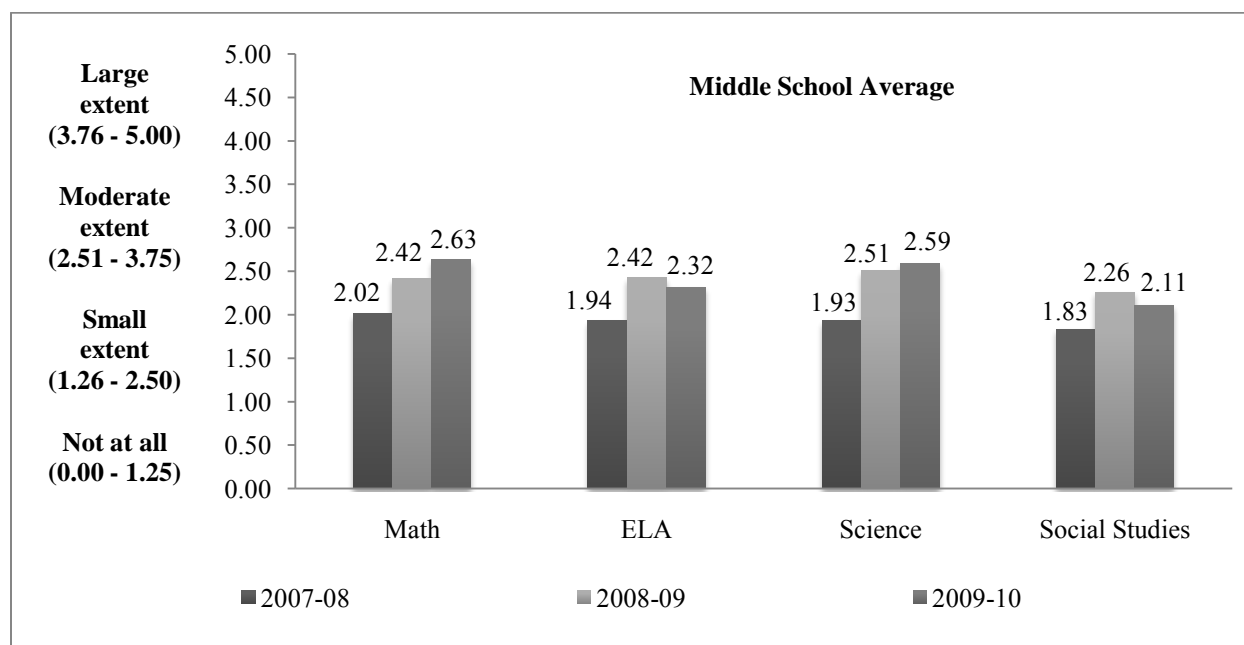


Figure 5.2a. Average middle school scores across campuses for Subject Specific Instructional Strategies, as a mean by subject and year: 2007-08 through 2009-10.

Sources: STAR Classroom Observations, spring 2008, spring 2009, and spring 2010.

Notes. Scores are reported using a 5-point scale: *not at all* (0.00-1.25), *a small extent* (1.26-2.50), *a moderate extent* (2.51-3.75), and *a large extent* (3.76-5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

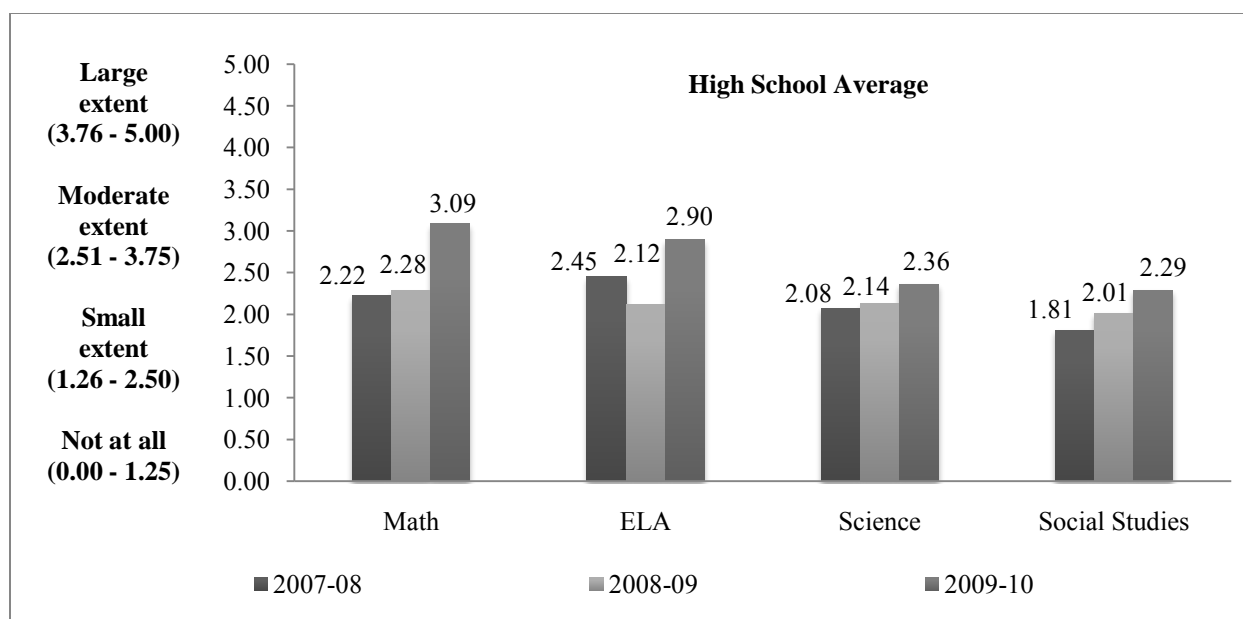


Figure 5.2b. Average high school scores across campuses for Subject Specific Instructional Strategies, as a mean by subject and year: 2007-08 through 2009-10.

Sources: STAR Classroom Observations, spring 2008, spring 2009, and spring 2010.

Notes. Scores are reported using a 5-point scale: *not at all* (0.00-1.25), *a small extent* (1.26-2.50), *a moderate extent* (2.51-3.75), and *a large extent* (3.76-5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

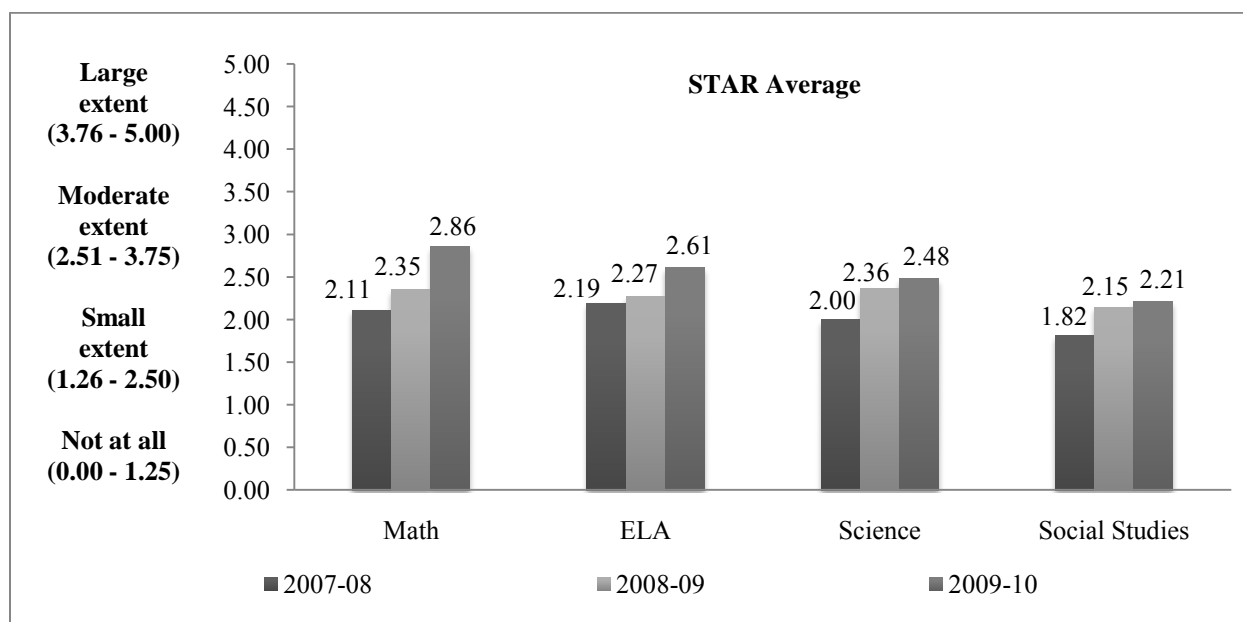


Figure 5.2c. Average STAR scores across campuses for Subject Specific Instructional Strategies, as a mean by subject and year: 2007-08 through 2009-10.

Sources: STAR Classroom Observations, spring 2008, spring 2009, and spring 2010.

Notes. Scores are reported using a 5-point scale: *not at all* (0.00-1.25), *a small extent* (1.26-2.50), *a moderate extent* (2.51-3.75), and *a large extent* (3.76-5.00). For more information regarding the construction of core components, supporting components, and indicators; the items used, and how scores were computed, see Appendix G.

Indicator Score: Student Engagement

During site visit classroom observations, researchers also recorded the average level of *Student Engagement*, using a 5-point scale, ranging from (1) *low engagement*, to (3) *moderate engagement*, to (5) *high engagement*. Figure 5.3 presents results averaged across STAR middle schools and high schools, as well as the overall average for both types of schools for the 2007-08, 2008-09, and 2009-10 school years. Similar to previous results, STAR campuses earned higher *Student Engagement* scores (2.95 overall) in 2009-10 than in prior years. Both middle school (2.89) and high school (3.01) students exhibited *moderate engagement* during site visit classroom observations. High schools experienced the greatest gains in scores following an unexplained decline in the 2008-09 school year.

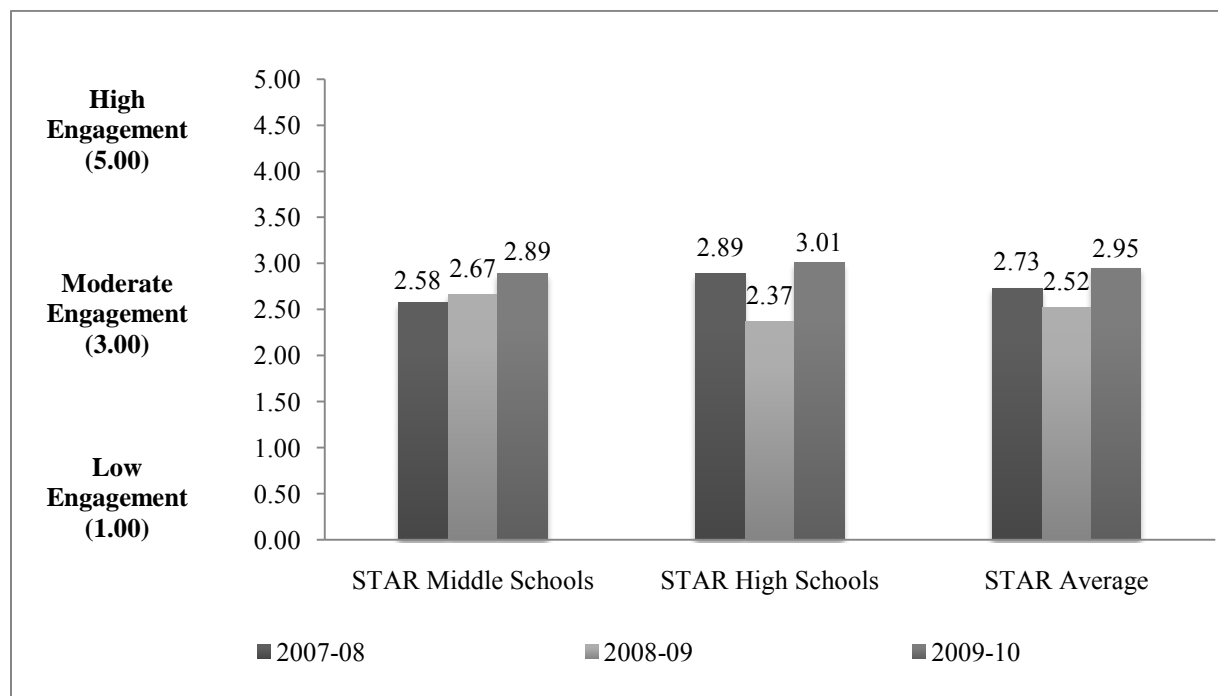


Figure 5.3. Average STAR scores for Student Engagement, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Classroom Observations, spring 2008, spring 2009, and spring 2010.

Notes. Scores are reported using a 5-point scale: *low engagement* (1.00), *moderate engagement* (3.00), and *high engagement* (5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Supporting Component Score: Academic Rigor

Once scores for each indicator of academic rigor were converted to the 5-point scale, a final score for the *Academic Rigor* supporting component was derived by averaging indicator scores for: (1) *Higher Order Thinking Skills*, (2) *Subject Specific Instructional Strategies*, and (3) *Student Engagement*. As presented in Figure 5.4, STAR schools earned a mean *Academic Rigor* score of 2.63 (overall), or STAR schools *partially* implemented instructional rigor during the 2009-10 school year, which indicates growth from previous years, particularly at the high school level.

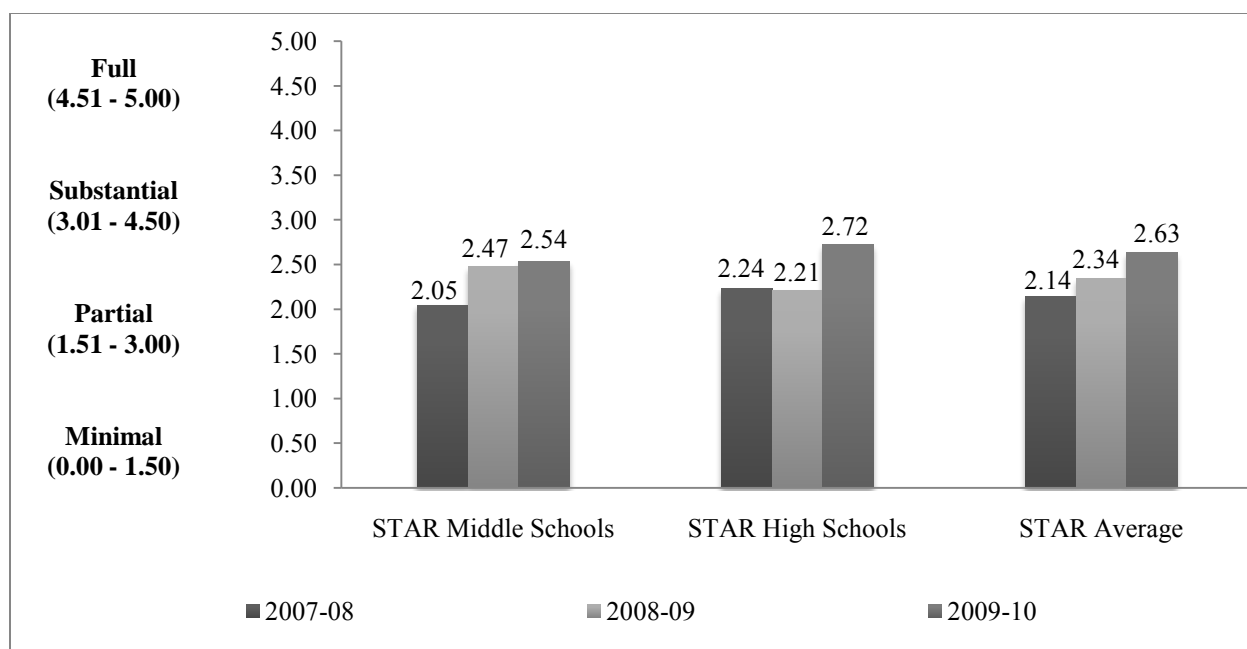


Figure 5.4. Supporting component score: Academic Rigor, as a mean: 2007-08 through 2009-10.

Sources: STAR Classroom Observations, spring 2008, spring 2009, and spring 2010.

Notes. Scores are reported using a 5-point scale: *not at all* (0.00-1.25), *a small extent* (1.26-2.50), *a moderate extent* (2.51-3.75), and *a large extent* (3.76-5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Increasing Academic Rigor: What About Homework?

Although the level of academic rigor observed in STAR classrooms increased during the 2009-10 school year, results from student surveys indicate that schools place limited academic demands on students outside of regular instructional hours. The spring student survey contains an item that asks students to indicate the amount of time they spend completing homework each day. Table 5.1 presents students' responses for the spring 2008, 2009, and 2010 surveys. Across survey administration periods, the largest proportions of both middle and high school students indicate they spend less than 30 minutes completing homework each day. During spring 2010 focus groups, teachers noted that by not assigning homework, teachers were providing insufficient preparation for college.

Table. 5.1. STAR Students' Average Amount of Homework, as a Percentage: 2007-08 Through 2009-10

Amount	Middle School ^a			High School ^b		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
No homework	NA	NA	11.2%	NA	NA	11.9%
Less than 30 minutes	50.9%	53.0%	40.9%	46.5%	49.2%	42.1%
30 to 59 minutes	39.2%	38.6%	39.0%	38.7%	36.5%	33.5%
1 to 2 hours	7.3%	6.6%	7.4%	12.1%	11.8%	9.6%
More than 2 hours	2.5%	1.8%	1.5%	2.8%	2.5%	2.8%

Source: STAR Middle School and High School Student Surveys, spring 2008, spring 2009, and spring 2010.

^a2007-08 (N=1,940); 2008-09 (N=1,887); 2009-10 (N=1,521)

^b2007-08 (N=3,371); 2008-09 (N=2,991); 2009-10 (N=3,075)

MEASURING CURRICULAR ALIGNMENT

STAR's goals (see Appendix F) address the importance of horizontal and vertical⁹ team training in strengthening schools' academic programs, and in its role as a STAR partner, the College Board offers training focused on promoting collaboration and cooperation between educators "from different grade levels in a given discipline...to develop and implement a vertically aligned program" (College Board, 2004, p.3). In addition, College Board consultants provided individualized vertical team training in each STAR district throughout the 2009-10 school year. Consultants helped district staff analyze data to identify problems and strategize solutions. As one consultant explained, the vertical teams "look at the areas that they [districts] really have not done well at all [in]...[and ask] 'What is missing here?' and 'How are we going to fix that?'"

Although vertical team training opportunities were open to both middle school and high school teachers, trainings were generally offered at district high schools and were coordinated with high school schedules in order to ensure that large numbers of AP teachers would have access to sessions. This approach to providing training created barriers for middle school teachers because sessions did not align with their schedule and some middle school administrators were reluctant to release teachers to participate in training offered during the school day. Consequently, high school teachers' participation in vertical teaming training sessions exceeded that of middle school teachers during the 2009-10 school year. This result is reflected in this chapter's discussion of vertical teams as well as in the discussion of teachers' participation in professional development activities presented in chapter 6.

As discussed in the sections that follow, the indicator scores *Vertical Teaming Strategies* and *Vertical Team Meetings* are derived from teachers' responses to scaled items included on spring surveys. Indicator scores were calculated by averaging scaled responses for individual teachers and then averaging across teachers at a particular campus to obtain a campus-level score.

Indicator Score: Vertical Teaming Strategies

In order to determine the extent to which teachers on STAR campuses implemented *Vertical Teaming Strategies*, the spring surveys asked teachers to indicate how often they used strategies such as working with peers to develop lesson plans, acting as an instructional coach or receiving coaching, observing a colleague's teaching or being observed by a colleague. Teachers responded using a 5-point scale: (1) *never*, (2) *rarely*, (3) *sometimes*, (4) *often*, or (5) *almost daily*. Figure 5.5 presents aggregated survey results for STAR middle school and high school teachers and the overall STAR average for 3 evaluation years. Results indicate that in 2009-10, STAR teachers *sometimes* used vertical teaming strategies (2.65 overall). Middle schools' scores consistently decreased across implementation years; however, scores for high schools increased in 2010. This increase likely reflects the influence of individualized vertical team training in offered by College Board consultants on high school campuses during the 2009-10 school year.

⁹Horizontal teams are made up of teachers of *the same subject and grade level* who work together to plan lessons and instructional strategies; vertical teams are made up of teachers of *the same subject across grade levels* who work to scaffold lesson plans and instructional strategies across grade levels.

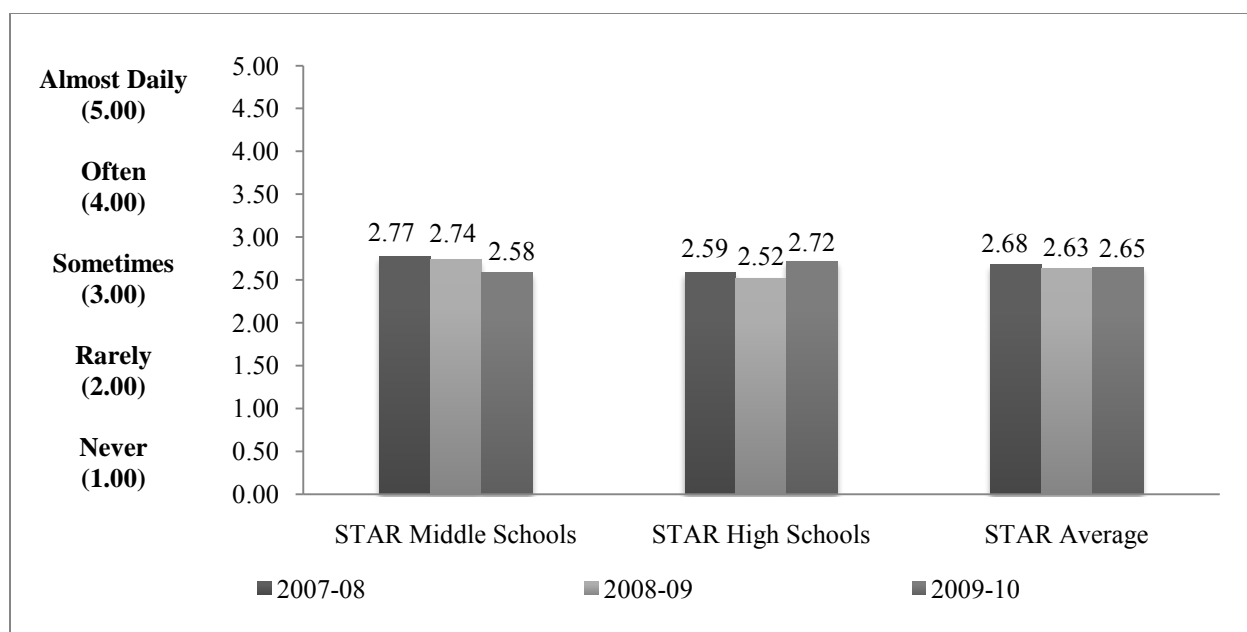


Figure 5.5. Average STAR scores for the Use of Vertical Teaming Strategies, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2008, spring 2009, and spring 2010.

Notes. Scores are reported using a 5-point scale: (1) *never*, (2) *rarely*, (3) *sometimes*, (4) *often*, or (5) *almost daily*. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Indicator Score: Vertical Team Meetings

The evaluation's surveys also asked teachers how often they participated in *Vertical Team Meetings* using a 5-point scale: (1) *never*, (2) *one to two times a year*, (3) *one to two times a semester*, (4) *at least once a month*, or (5) *at least once a week*. Figure 5.6 presents aggregate scores averaged across STAR middle schools and high schools, as well as the overall average for teachers STAR on all STAR campuses. Results indicate that teachers in both middle and high schools met *one to two times a year* (2.44 overall) in 2009-10. Middle school teachers' participation in meetings decreased across implementation years, while high school teachers' participation slightly increased.

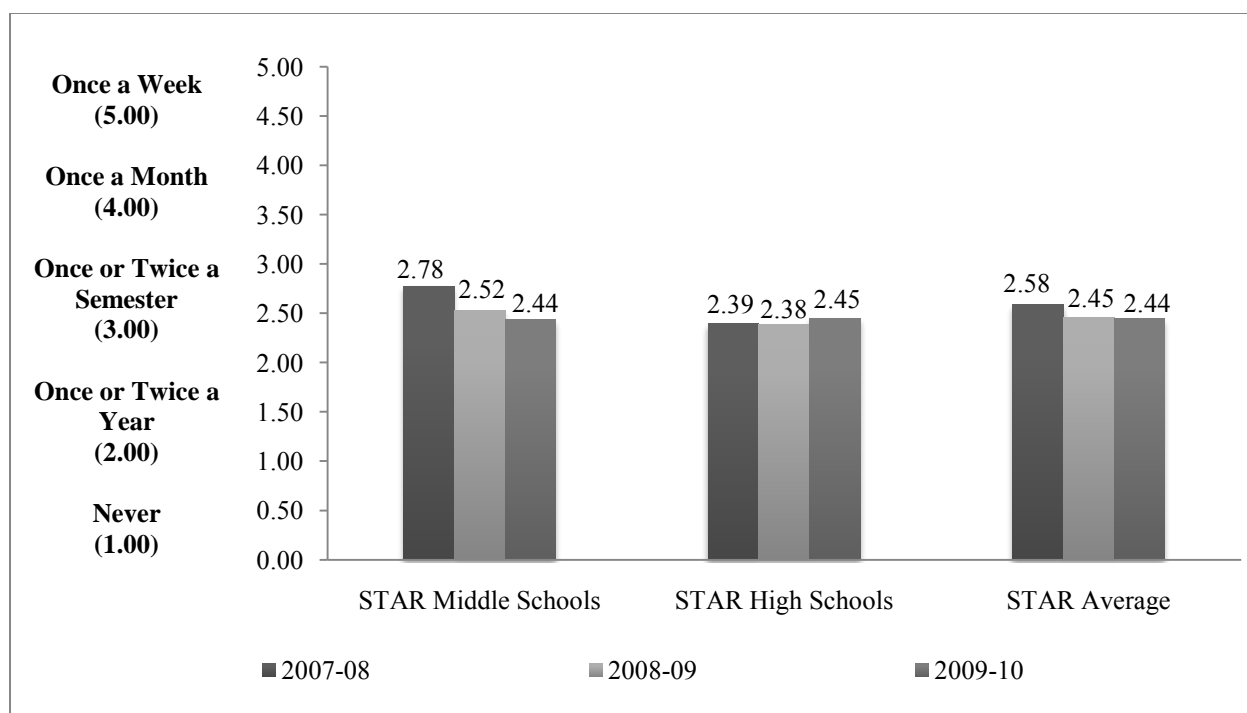


Figure 5.6. Average STAR scores for the Frequency of Vertical Team Meetings, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2008, spring 2009, and spring 2010.

Notes. Scores are reported using a 5-point scale: (1) *never*, (2) *one to two times a year*, (3) *one to two times a semester*, (4) *at least once a month*, or (5) *at least once a week*. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Challenges to Implementing Vertical Teams

Teachers responding to evaluation surveys indicated the extent to which various challenges presented barriers to vertical teaming. Results are presented as summed percentages. Summed percentages present the percentage of teachers who indicated a barrier represented a moderate challenge plus the percentage of teachers indicating a barrier was a large challenge. Table 5.2 presents results for surveys administered in spring 2008, 2009, and 2010. Across survey administrations, teachers cited time and scheduling constraints as the primary barrier implementing vertical teams. Roughly similar proportions of teachers identified inadequate leadership, staff turnover, poor communication, insufficient teacher preparation as barriers to vertical teams across surveys.

Table 5.2. Barriers to Vertical Teaming, as a Summed Percentage of Respondents: 2007-08 Through 2009-10

Challenge	2007-08 (N=336)	2008-09 (N=312)	2009-10 (N=298)
Time/scheduling constraints	75.0%	78.2%	79.9%
Inadequate leadership or guidance	38.9%	41.1%	38.9%
Turnover	41.0%	42.7%	38.3%
Poor communication between teachers	34.1%	43.5%	37.2%
Insufficient teacher participation	32.7%	38.1%	35.3%
Vertical teaming is not a priority	NA	32.7%	30.6%

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2008, spring 2009, and spring 2010.

Notes: NA=not applicable. This survey item was introduced in spring 2009. Summed percentages consist of the percentage of respondents indicating a challenge was a barrier to a moderate extent plus the percentage of respondents indicating a challenge was a barrier to a large extent.

Consistent with findings reported in Table 5.2, participants in site visit interviews and focus group discussions reported that district scheduling conflicts, poor leadership, and weak communication limited teachers' ability to participate in vertical teams. Teachers participating in focus group discussions said that communication barriers generally occurred between staff at middle and high schools. District administrators and teachers also noted that vertical teams were not considered a priority in the district because some districts implemented a curriculum package (i.e., CSCOPE) that aligned core content area instruction across grade levels.

Supporting Component Score: Curricular Alignment

Campuses' *Vertical Team Strategies* and *Vertical Team Meeting* indicator scores were averaged to obtain a *Curricular Alignment* supporting component score for each STAR campus (see Exhibit 5.1). Figure 5.7 presents results averaged across STAR middle schools, high schools, and all STAR campuses (STAR Average). Results indicate, on average, campuses *partially* implemented strategies to align curricula (2.55 overall). Middle school scores (2.51) decreased across implementation years while high school scores (2.58) experienced growth, which is likely due to the individualized College Board training offered at each district high school during the 2009-10 school year.

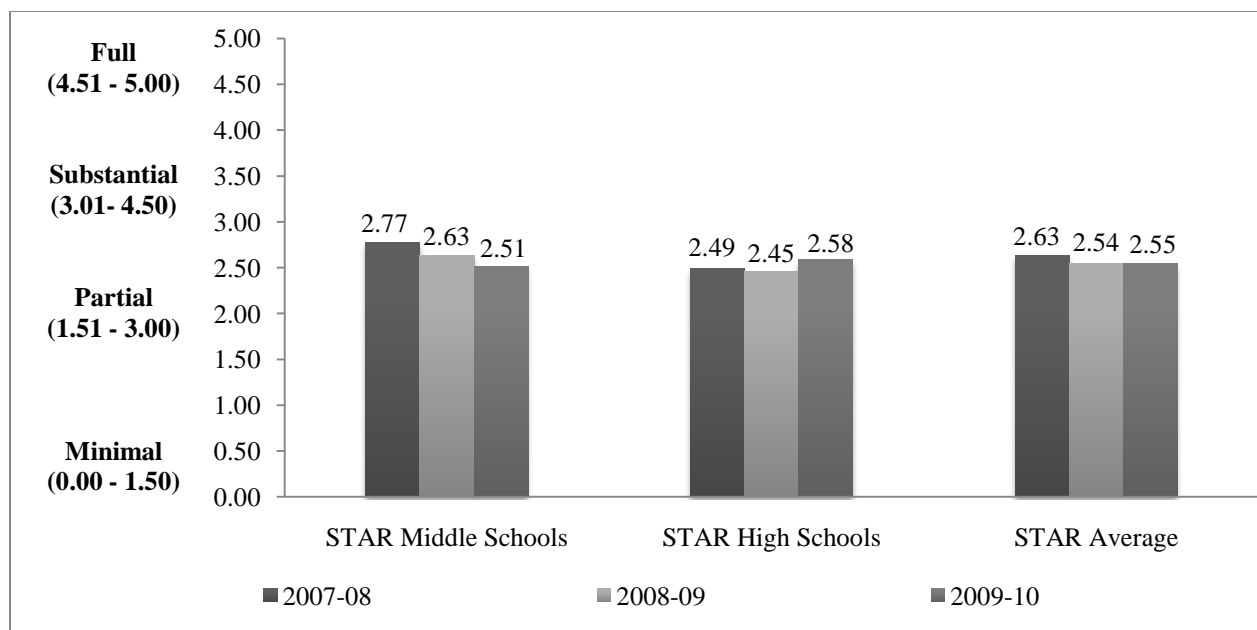


Figure 5.7. Supporting component score: Curricular Alignment, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2008, spring 2009, and spring 2010.

Notes. Scores are reported using a 5-point scale. Mean: Curricular Alignment: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Best Practice: Prioritizing Curricular Alignment

The district earning the highest Curricular Alignment score in 2009-10 ensured vertical team meetings between middle and high school teachers by allocating professional development days to meetings. Administrators developed formal agendas that included progress reviews, discussions of successes and challenges, and ongoing alignment of instruction and materials across grade levels for each team meeting day. Administrators participated in meetings to ensure teams remained collaborative and focused. According to teachers, the team meetings were more organized, productive, and positive in 2009-10 than in previous years because of administrative oversight. Teachers said the meetings were “no longer a dumping session,” noting that “now, it’s more work-oriented and they [administrators] know we’re building the same track and running the same train.”

In addition to allocating professional development days to facilitate meetings between the middle school and high school teachers, the district’s high school restructured its bell schedule to include a daily planning period for each subject area’s vertical team, and included a focus for each day’s meeting. For example, Tuesdays’ meetings focused on the review of student data, while Wednesdays’ meetings addressed lesson plans. According to administrators, the meetings enabled teachers to take “ownership” of the STAR program and to be “part of the solution, not the problem.” High school teachers said that instruction was much more coordinated, noting “Everything is cohesive. Everything makes sense. Everything fits together.”

MEASURING ADVANCED ACADEMICS

STAR also seeks to raise academic standards by increasing the percentage of students enrolling in and successfully completing AP courses. As presented in Exhibit 5.1, this supporting component, known as *Advanced Academics*, is made up of three indicators: (1) *Advanced Course Completion*, (2) *AP Exam Participation* (at the high school level), and (3) *AP Exam Indicators* (at the high school level). The *Advanced Course Completion* indicator measures the percentage of students receiving credit for an advanced course, such as pre-AP courses, AP courses, and algebra taken in Grade 8. The *AP Exam Participation* indicator measures the percentage of students at STAR high schools who completed AP exams, and the *AP Exam Score* indicator measures the percentage of AP exams receiving a score of 3 or higher by STAR high school.¹⁰ The measurement of *AP Exam Participation* and *AP Exam Score* indicators relies on data provided by the College Board. The College Board's data follows a different release schedule from the TEA and survey data that are used to construct most other implementation, and the most current data available at the time of this report's writing were for the 2008-09 school year. Therefore, the *AP Exam Participation* and *AP Exam Score* indicators are lagged a year and do not reflect the level of implementation present during the 2009-10 school year.¹¹

Indicator Score: Advanced Course Completion

Advanced Course Completion scores represent the percentage of students at each campus receiving credit for at least one advanced course in a given school year. STAR establishes the goal of 50% of students participating in advanced courses (see Appendix F) and the *Advanced Course Completion* indicator is measured relative to this goal using a 5-point scale: (1) *10% of students enrolled in advanced courses* (achieving 20% of the STAR goal); (2) *20% of students enrolled in advanced courses* (achieving 40% of the STAR goal), (3) *30% of students enrolled in advanced courses* (achieving 60% of the STAR goal), (4) *40% of students enrolled in advanced courses* (achieving 80% of the STAR goal), and (5) *50% of students enrolled in advanced courses*, (achieving 100% of the STAR goal). Middle school course completion data were not available for 2007-08 or 2008-09 school year, so measurement of the *Advanced Course Completion* indicator is limited to the 2009-10 school year for STAR middle schools.

Figure 5.8 presents the average level of student participation in advanced courses for STAR middle schools and high schools, as well as average participation across all STAR campuses. However, given differences in the types of courses that qualify for inclusion in the *Advanced Course Completion* indicator at each level of schooling (e.g., pre-AP vs. AP courses), scores are discussed separately for each level of schooling. AP courses offered at the high school level follow standardized curricula that are monitored by the College Board through periodic audits to ensure content and rigor. However, advanced courses offered at the middle school level (i.e., pre-AP courses, algebra, and Spanish I), are not subject to the same level of scrutiny and may vary widely in terms of the content covered and level of instructional rigor. The differences in advanced courses at the middle and high school levels suggest that *Advanced Course Completion* scores are not comparable between the two types of schools.

Middle school advanced course completion. Results presented in Figure 5.8 indicate that, on average, 39% of students attending STAR middle schools (77% of the STAR goal) enrolled in at least one advanced course during the 2009-10 school year. However, there was notable variance in the percentage of students participating in advanced courses across STAR middle schools—levels of participation in advanced courses ranged from 9% of students at one STAR middle school to 100% of students at another—which reflects differences in how middle schools implemented advanced courses. For example, one middle school considered all courses in some core content areas to be pre-AP. Consequently, all

¹⁰Although policies vary, most colleges and universities award credit for scores of 3 or higher on AP exams.

¹¹Information on the 2009-10 AP exam participation and exam scores will be presented in the evaluation's fifth year report (2010-11).

students participated in pre-AP coursework. Other schools labeled some courses as pre-AP but did not establish different standards in terms of students' preparation for or interest in course content. Teachers working in such schools reported challenges maintaining course rigor, noting that some students had been enrolled pre-AP courses inappropriately.

High school advanced course completion. Figure 5.8 indicates that high school campuses experienced challenges enrolling students in advanced courses. Across STAR high schools, 14% of students (28% of the STAR goal) participated in advanced courses. As discussed above, AP courses at the high school are subject to standards that ensure rigorous instruction and consistent course content across schools.

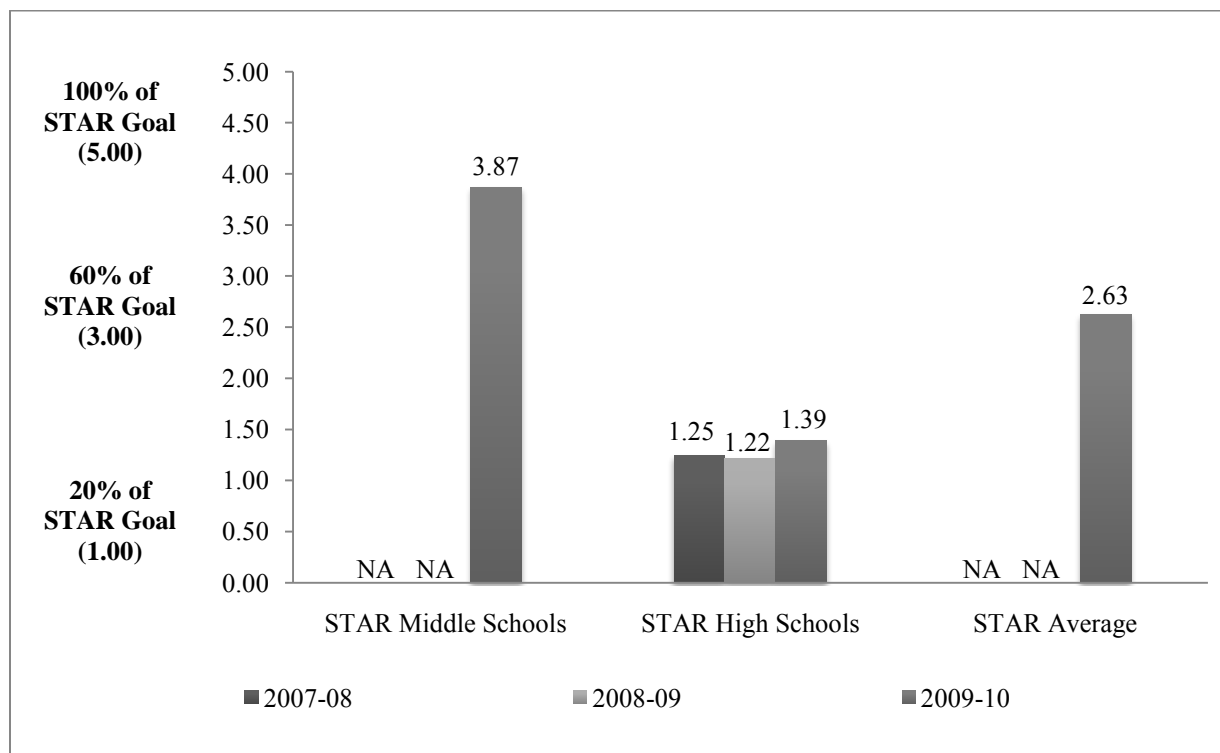


Figure 5.8. Average STAR scores for Advanced Course Completion, as a mean by year: 2007-08 through 2009-10.

Sources. TEA Course Completion Records, 2006-07, 2007-08, 2008-09

Notes. NA=not applicable. Course completion data were not collected for STAR middle schools prior to the 2009-10 school year. Scores are reported using a 5-point scale: (1) 10% of students enrolled in advanced courses, or 20% of STAR goal; (2) 20% of students enrolled, or 40% of STAR goal; (3) 30% of students enrolled, or 60% of STAR goal; (4) 40% of students enrolled, or 80% of STAR goal; and (5) 50% of students enrolled in advanced courses, or 100% of STAR goal. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Indicator Scores: AP Exam Participation and AP Exam Score (High School Only)

Similarly, *AP Exam Participation* indicator scores are reported using a 5-point scale derived relative to the statewide average for students' participation in AP exams for a given school year. In 2008-09 the statewide average for high school students' completion of AP exams was 11.4%. This defines the following scale: (1) 2.3% of students took an AP exam (20% of state average), (2) 4.6% of students took an AP exam (40% of state average), (3) 6.9% of students took an AP exam (60% of state average), (4) 9.2% of students took an AP exam (80% of state average), and (5) 11.4% of students took an AP exam (100% of state average). The 5-point scale for the *AP Exam Score* indicator is derived using an analogous

process. The scale measures the percentage of STAR students completing AP exams who achieved a score of 3 or higher on at least one exam relative to the corresponding state average of 46.4%. This process defines the following scale: (1) 9.3% of students scored 3 or higher (20% the state average), (2) 18.6% of students scored 3 or higher (40% of the state average), (3) 27.8% of students scored 3 or higher (60% of the state average), (4) 37.1% of students scored 3 or higher (80% of the state average), and (5) 46.4% of students scored 3 or higher (100% of the state average). As presented in Figure 5.9, STAR high schools increased *AP Exam Participation* (3.66) during the 2008-09 school year. Specifically, more than 8% of students in STAR high schools took at least one AP Exam in 2008-09. STAR high schools also improved their performance with respect to the *AP Exam Score* (1.18) indicators during the 2008-09 school year. This score indicates that about 11% of AP tests taken by students in STAR high schools during the 2008-09 school year earned a score of 3 or higher.

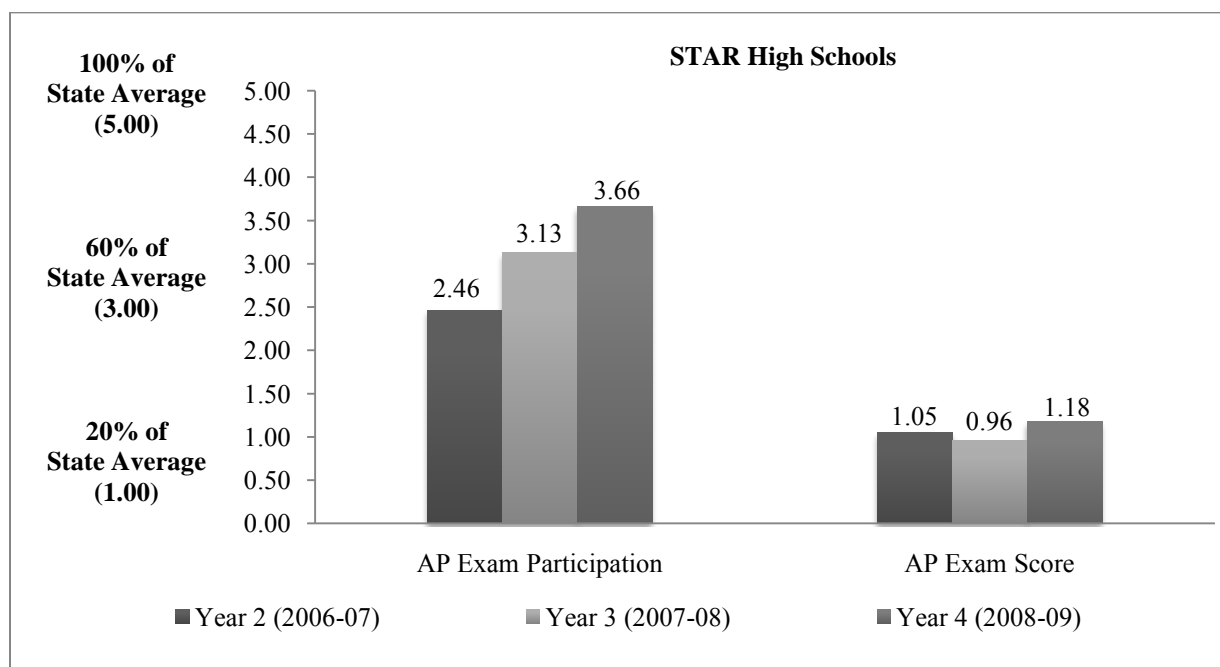


Figure 5.9. Average STAR high school scores for AP Exam Participation and AP Exam Indicators, as a mean by year: Year 2, Year 3, and Year 4.

Sources: College Board Advanced Placement Examination Performance and Participation Overview Reports, 2006-07, 2007-08, 2008-09.

Notes. College Board Advanced Placement Examination Performance and Participation Overview Reports are lagged a year, so scores for 2007-08 are drawn from 2006-07 data, 2008-09 scores are drawn from 2007-08 data, and 2009-10 scores are drawn from 2008-09 data. Data are presented by the implementation year they represent (Year 2, 3, or 4), as well as the year the data are actually drawn from (in parentheses). Scores are reported using a 5-point scale: (1) 2.3% of students took an AP exam, or 20% of state average; (2) 4.6% of students, or 40% of state average; (3) 6.9% of students, or 60% of state average; (4) 9.2% of students, or 80% of state average; and (5) 11.4% of students took an AP exam, or 100% of state average. AP Exam Indicators: (1) 9.3% of students earned a 3 or higher, or 20% the state average; (2) 18.6% of students, or 40% of the state average; (3) 27.8% of students, or 60% of the state average; (4) 37.1% of students, or 80% of the state average; and (5) 46.4% of students taking an AP exam received a 3 or higher on at least one AP exam, or 100% of the state average. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Effective Practice: Improving Advanced Academics

The district earning the highest AP Exam Participation score focused on improving the level of rigor in instruction in all courses across implementation years. According to administrators, the district restructured instruction using STAR professional development strategies, implemented mandatory vertical team meetings focused on the development of common standards and curricula, and standardized core content area assessments to a consistent level of rigor. Through ongoing collaboration with STAR partners, the district ensured that STAR training sessions and partner services addressed district-specific goals and supported improved instruction. The high school principal noted that “GEAR UP goes hand-in-hand with our school and district mission.” The district held campus-level administrators accountable for improved instruction, expecting an average of 20 walk-through classroom observations per week. The district also increased enrollment in AP courses and AP exam participation rates at its high school. Student participation in AP courses grew, in part, because students actively promoted the AP program. A group of AP students formed a club that regularly met with students and community members to discuss AP courses and the benefits of participation. “When you talk about increasing awareness...and you have the children telling each other [about the program], unsolicited,” explained one high school administrator, “I would say we’re doing a pretty good job.”

Supporting Component Score: Advanced Academics

Researchers averaged scores across the (1) *Advanced Course Completion*, (2) *AP Exam Participation*, and (3) *AP Exam Score* indicators at the high school level to obtain an aggregate *Advanced Academics* supporting component score. Because middle schools do not participate in AP examinations, the middle school *Advanced Course Completion* score also serves as the overall score for the *Advanced Academics* supporting component. Comparisons of *Advanced Academics* scores between high schools and middle schools are inappropriate given the differences in how scores are computed for each level of schooling. Although the score for STAR middle schools (3.87) suggests a *substantial* level of implementation for the *Advanced Academics* supporting component of STAR implementation, readers are urged to use caution when interpreting this result. Recall that some STAR middle schools required students to participate in courses labeled pre-AP, although such courses did not necessarily adhere to the rigor and content expected for advanced coursework. The score for STAR high schools (2.07) indicates *partial* implementation of the *Advanced Academics* supporting component and is likely a more accurate representation of the implementation of advanced academics in STAR campuses, given the more stringent guidelines for high school AP courses and the inclusion of AP testing indicators in high school averages.

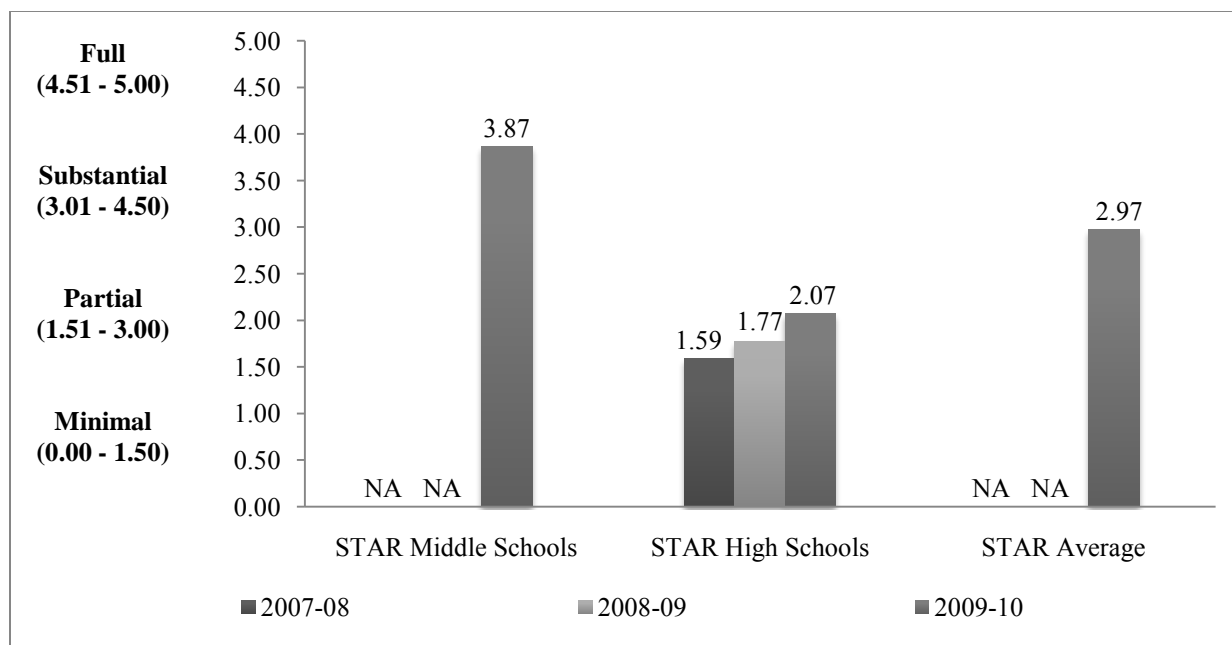


Figure 5.10. Supporting component score: Advanced Academics, as a mean by year: 2007-08 through 2009-10.

Sources. TEA Course Completion Records, 2006-07, 2007-08, 2008-09; College Board Advanced Placement Examination Performance and Participation Overview Reports, 2006-07, 2007-08, 2008-09

Notes. NA=not applicable. Course completion data were not collected for STAR middle schools prior to the 2009-10 school year. Scores are reported using the following scale: *minimal implementation* (0.00-1.5), *partial implementation* (1.51-3.00), *substantial implementation* (3.01-4.50), and *full implementation* (4.51-5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

CORE COMPONENT SCORE: RAISING ACADEMIC STANDARDS

Researchers averaged (1) *Academic Rigor*, (2) *Curricular Alignment*, and (3) *Advanced Academics* supporting component scores to obtain an overall *Raising Academic Standards* core component score for each campus (see Exhibit 5.1). Because middle school *Advanced Academics* data were not collected prior to 2009-10, middle school scores, as well as STAR average scores, could not be computed for the 2007-08 and 2008-09 school years. As presented in Figure 5.11, STAR schools earned a 2.72 (overall), or STAR schools *partially* implemented instructional and curricular strategies designed to raise academic standards in 2009-10. Middle schools earned a higher mean score (2.97) than high schools (2.46). However, middle school scores are limited measures because the *Advanced Academics* supporting component is limited to campuses' *Advanced Course Completion* indicator scores, which given differences in districts' approaches to implementing advanced courses at the middle school level, may not be accurate reflections of students' participation in rigorous coursework.

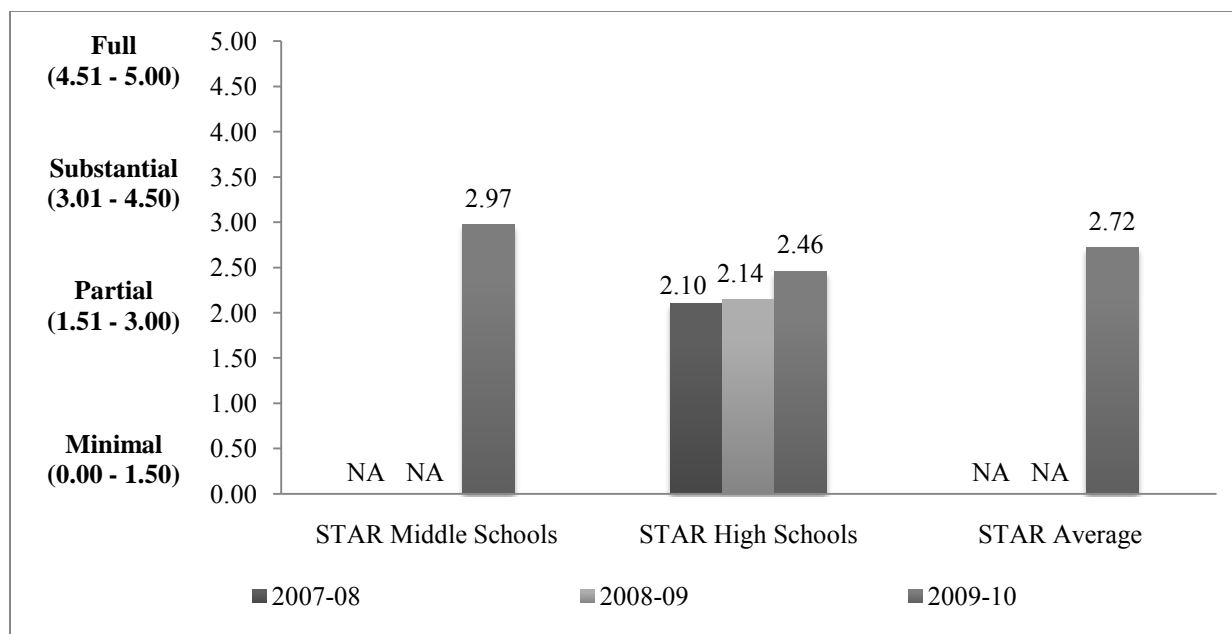


Figure 5.11. Core component scores: Raising Academic Standards, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Classroom Observations, spring 2008, spring 2009, and spring 2010; STAR Teacher, Counselor, and Librarian Survey, spring 2008, spring 2009, and spring 2010; TEA Course Completion Records, 2006-07, 2007-08, 2008-09; College Board Advanced Placement Examination Performance and Participation Overview Reports, 2006-07, 2007-08, and 2008-09.

Notes. NA=not applicable. Course completion data were not collected for STAR middle schools prior to the 2009-10 school year. Scores are reported using a 5-point scale: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

SUMMARY

On average, STAR schools *partially* implemented activities and services designed to raise academic standards. Findings from 2009-10, support the USDE’s assertion that intensive instructional reform is required in order to experience strong student outcomes (2008). The STAR districts that earned *substantial* implementation scores in 2009-10 were characterized by administrative leaders who prioritized efforts to improve instruction and ensured that teachers worked together in vertical teams. In such districts, STAR implementation was aligned with the project’s goals and administrators clearly communicated their expectations and monitored implementation efforts.

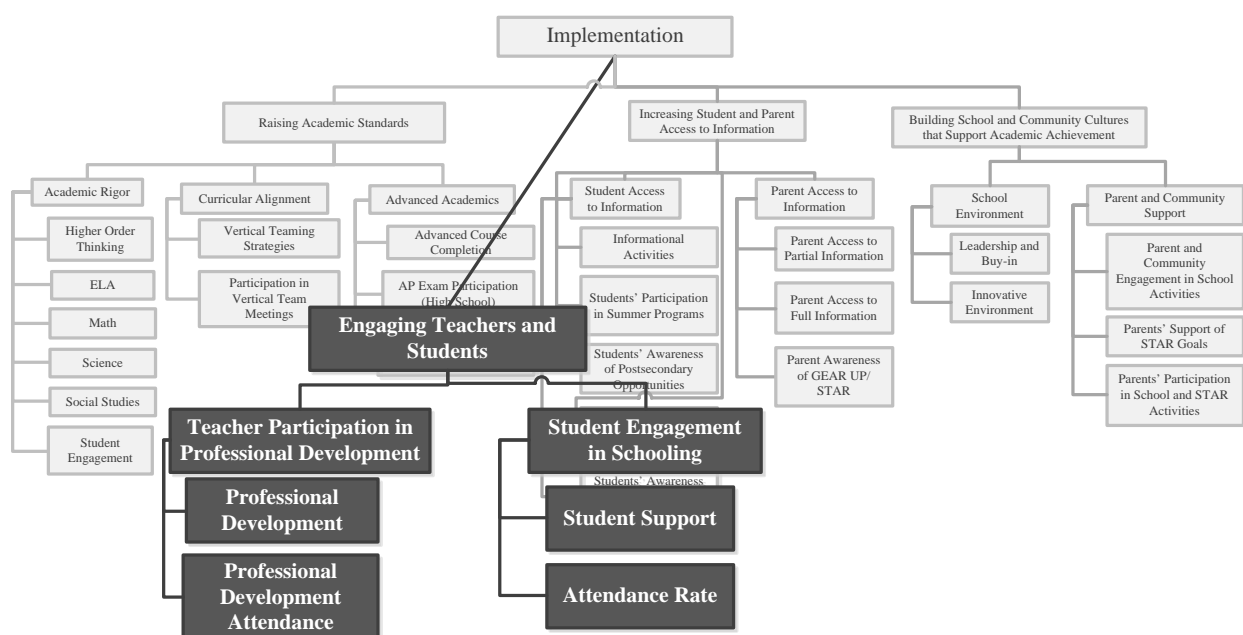
Across implementation years, middle school scores have consistently decreased since the initial STAR student cohort (seventh graders in 2006-07) advanced to high school. Evidence of diminished grant services in middle schools suggests that schools may be reducing services to subsequent groups of students. The interview responses of school staff indicate that this outcome may be based on misunderstandings about the grant and that some administrators believe that STAR services are limited to only those students included in the grant’s initial cohort.

CHAPTER 6

ENGAGING TEACHERS AND STUDENTS

A second component of STAR implementation is the degree to which teachers and students are engaged in achieving program goals. As discussed in chapter 4, the evaluation measures this component of STAR implementation by considering (1) teacher participation in STAR professional development opportunities and (2) student participation in activities that address STAR goals and attendance rates. This chapter presents findings from the evaluation's analysis of STAR campuses' progress in engaging teachers and students in activities that support STAR. Exhibit 6.1 illustrates the structure of this analysis and its place within the larger context of STAR implementation.

Exhibit 6.1



DATA SOURCES: TEACHER AND STUDENT ENGAGEMENT

The evaluation's measurement of teacher and student engagement relies on data collected through (1) spring 2010 surveys of teachers on STAR campuses, (2) information on teacher participation in professional development activities provided by the POC across implementation years, (3) spring 2010 surveys of students in STAR schools, and (4) 2009-10 campus attendance rates reported in PEIMS. In addition, the chapter includes additional information collected during spring 2010 site visits that describe districts' approaches to improving teacher and student engagement. The sections that follow discuss the evaluation's approach to measuring teacher and student engagement and provide measures of the degree to which teachers participated in professional development and students were engaged in school during the 2009-10 school year. Results are presented for middle schools, high schools, and all STAR campuses (STAR Average) across 3 implementation years (2007-08, 2008-09, and 2009-10). Appendix G presents detailed information about how each supporting component and indicator of teacher and student are constructed.

MEASURING STAR PROFESSIONAL DEVELOPMENT

As a means to engage teachers in STAR implementation and to increase academic outcomes for students, STAR provides a range of professional development activities for teachers across each implementation year. Training activities are facilitated by POC and College Board representatives and generally are focused on improving classroom instruction. As noted in chapter 5, prior to the 2009-10 school year, most professional development opportunities were offered in a workshop format in which teachers across districts came together to receive training in a common location. However, low rates of participation across the 2006-07 through 2008-09 school years, led professional development providers to revise the approach to providing training during the 2009-10 school year. Instead of holding large-scale trainings offered to teachers in a single location, POC and College Board consultants visited STAR districts and campuses monthly in 2009-10 in order to provide campus-based professional development. Although this proved to be “a very costly way of doing things” according to one POC representative, the campus-based sessions ensured that teachers were able to attend sessions and that trainings addressed teachers’ specific needs.

In measuring the *STAR Professional Development* supporting component, the evaluation relies on two indicators of implementation: (1) *Teachers Attitudes Toward Professional Development* and (2) *Teacher Participation in Professional Development Activities*. The sections that follow discuss the evaluation’s approach to measuring each indicator, as well as the *STAR Professional Development* supporting component score.

Indicator Score: Teachers’ Attitudes Toward Professional Development

In order to measure teachers’ engagement in professional development, the spring surveys asked respondents to indicate whether they had received sufficient training to implement AP strategies, use data to plan instruction, and whether their schools encouraged them learn and implement new instructional strategies. Teachers indicated their level of agreement using a 5-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *unsure*, (4) *agree*, or (5) *strongly agree*. (See Appendix G for specific survey items.) Responses were averaged for individual teachers and then averaged across teachers to compute a mean *Teachers’ Attitudes Toward Professional Development* score for each STAR campus.

As indicated in Figure 6.1, most surveyed teachers *agreed* (3.74 overall) that they received sufficient training in 2009-10 and that their campus supported professional development opportunities. High school teachers reported higher levels of agreement in 2009-10 than they expressed in previous years (3.74). Although middle school teachers reported the same level of agreement as high school teachers (3.74), their responses reflect a lower level of agreement than reported in 2008-09. This finding is consistent with findings reported in chapter 5, and suggests that middle school staff participated in STAR activities and services, particularly professional development, to a lesser extent as the focus of STAR implementation followed the initial STAR student cohort to high schools.

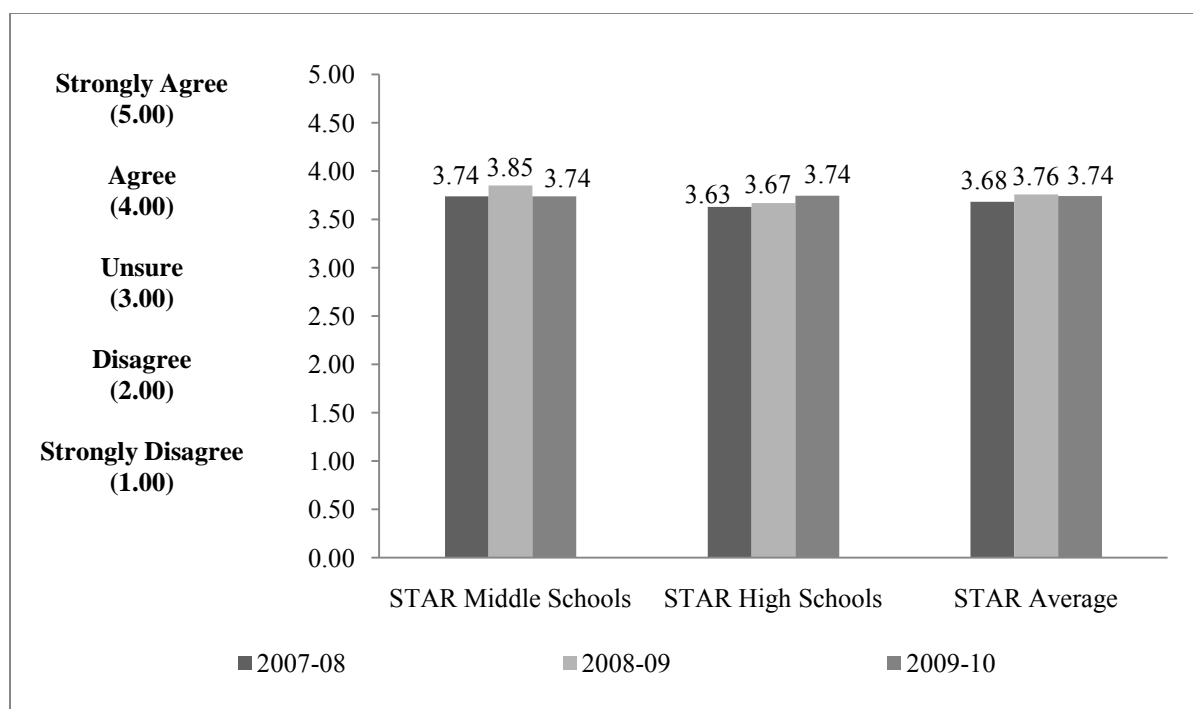


Figure 6.1. Average scores for Teachers' Attitudes Toward Professional Development, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2008, spring 2009, and spring 2010.

Notes. Scores are reported using a 5-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *unsure*, (4) *agree*, or (5) *strongly agree*. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Indicator Score: Teacher Participation in Professional Development Activities

In addition, researchers collected data on teacher participation in STAR professional development opportunities from POC representatives. In previous evaluation reports, this item presented the percentage of teachers attending professional development opportunities at each campus. However, in 2009-10 campuses began reporting training attendance data to the POC differently, making it difficult to identify how many unique teachers participated in training opportunities. Thus, in 2009-10, *Teacher Participation in Professional Development Activities* presents the percentage of training sessions attended by at least one teacher at each STAR campus relative to the total number of professional development opportunities the POC provided during the 2009-10 school year. The absence of consistent data on teachers' participation in professional development activities across evaluation years limits the presentation of this indicator to the 2009-10 school year. Scores for 2009-10 are presented using a 5-point scale indicating that a campus' teachers attended (1) 20%, (2) 40%, (3) 60%, (4) 80%, or (5) 100% of the professional development provided opportunities offered during the 2009-10 school year. Results indicate that, on average, teachers attended approximately 43% of STAR training sessions (2.13 overall) offered during the 2009-10 school year, and the responses of high school teachers indicate greater participation in training than middle school teachers (52% vs. 33%).

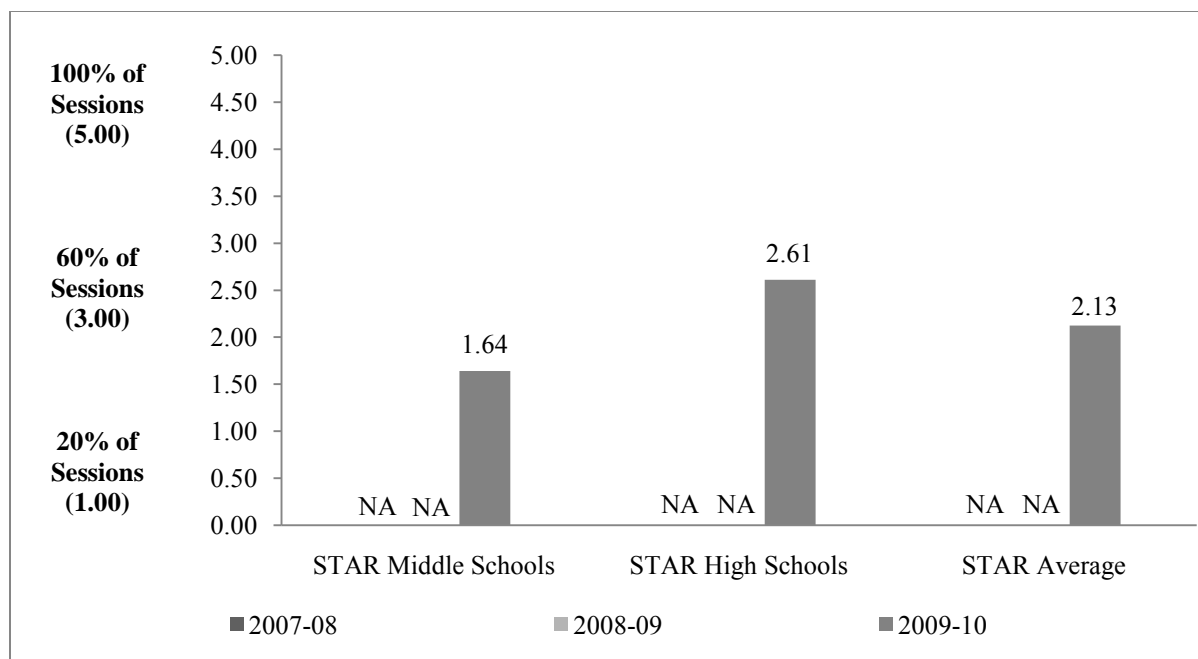


Figure 6.2. Average scores for Teacher Participation in Professional Development Activities, as a mean by year: 2007-08 through 2009-10.

Source: Pre-College Outreach Center (POC) Attendance Records, 2009-10.

Notes. NA=not applicable. Consistent data on teacher participation in professional development activities were not available across implementation years and results are limited to 2009-10. Scores are reported using a 5-point scale: Teachers attended (1) 20%, (2) 40%, (3) 60%, (4) 80%, or (5) 100% of STAR professional development opportunities during the 2009-10 school year. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Supporting Component Score: STAR Professional Development

Indicator scores for *Teachers' Attitudes Toward Professional Development* and *Teacher Participation in Professional Development Activities* were averaged to construct the *STAR Professional Development* supporting component score. Because of the inconsistencies in data discussed in the previous section, results for this supporting component are limited to 2009-10. As presented in Figure 6.3, STAR campuses partially supported teachers' participation in STAR professional development opportunities during the 2009-10 school year (2.93 overall score). At the high school level, however, participation in professional development activities neared the substantial level (3.18). This result likely reflects the emphasis on vertical teaming at STAR high schools during the 2009-10 school year. As discussed in chapter 5, district-specific vertical teaming training was offered for both middle school and high school teachers, but training activities were aligned with high school schedules (e.g., planning periods), and in some districts, conflicting schedules prevented some middle school teachers from participating training.

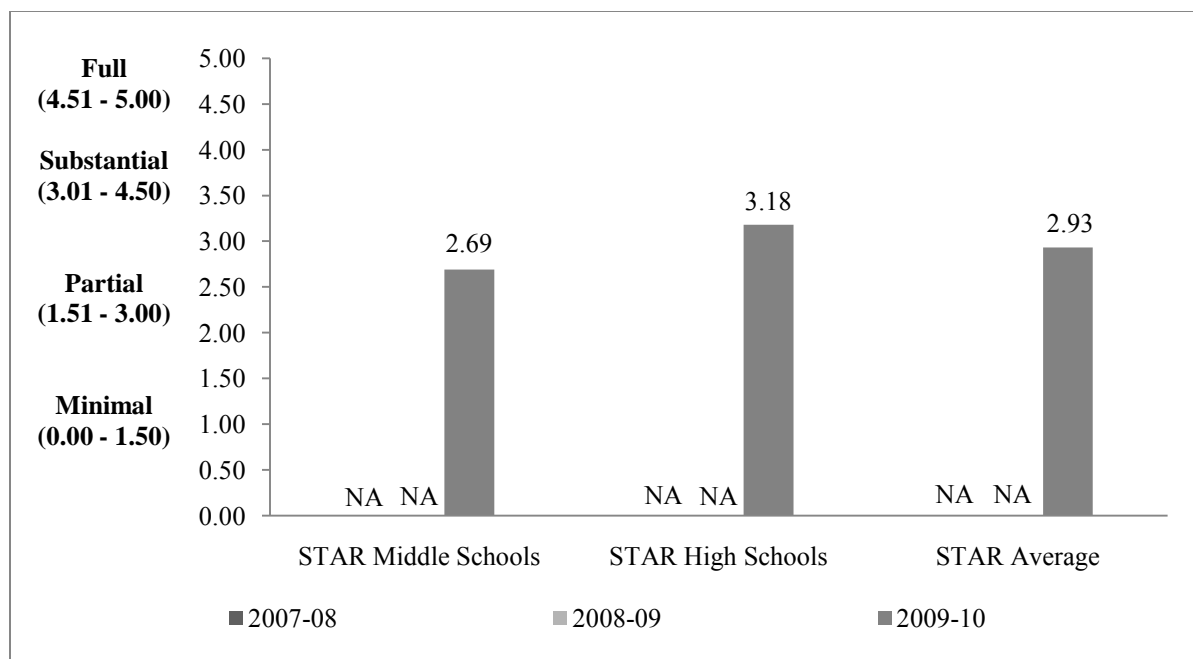


Figure 6.3. Supporting component scores: STAR Professional Development, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2008, spring 2009, and spring 2010; Pre-College Outreach Center (POC) Attendance Records, 2009-10.

Notes. NA=not applicable. Consistent data on teacher participation in professional development activities were not available across implementation years and results are limited to 2009-10. Scores are reported using a 5-point scale: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00) *participation*. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Overcoming Barriers to Participation in STAR Professional Development Offered Outside the School Day: The Experiences of Two Districts

Several STAR districts faced challenges in terms of poor state accountability outcomes, and administrators were reluctant to allow teachers to participate in professional development opportunities during the regular school day, as they would lose instructional time. In these districts, administrators worked with POC representatives to schedule training opportunities in the evenings and on weekends. The success of this approach varied across districts, depending on whether teachers were provided with a stipend for participation in training offered outside of school hours. For example, in one district, teachers received a stipend of \$35 an hour to participate in training in the evening or on Saturdays, and in a second district no stipend was offered. Not surprisingly, the district providing the stipend received one of the highest STAR Professional Development scores, while the district without stipends received one of the lowest scores. Teachers in the district offering stipends said the provision of stipends was key to their participation, noting that they took advantage of nearly every training opportunity. The district's STAR coordinator explained that while the superintendent expected teachers to participate in training, he also valued their time and offered stipends to reward participation. In contrast, the STAR coordinator in the district that did not offer stipends said that few teachers participated in training offered outside of school hours because they were not paid for their time.

MEASURING STUDENT ENGAGEMENT IN SCHOOLING

STAR also seeks to increase students' engagement in schooling by increasing the number of activities designed to heighten students' focus on academic achievement and career opportunities. STAR partner organizations FACE, NHI, and the Faculty Fellows Program work with districts to design and implement activities that encourage students to be more involved in school and to take ownership of their academic outcomes. In measuring the *Student Engagement in Schooling* supporting component of STAR implementation, the evaluation considers two indicators: (1) *Student Participation in STAR Support Activities* and (2) *Student Attendance Rates*. The sections that follow discuss results for each of these indicators, as well as the *Student Engagement in Schooling* supporting component score.

Indicator Score: Student Participation in STAR Support Activities

The measurement of STAR implementation incorporates an indicator of students' participation in activities designed to achieve STAR's goals and objectives.¹² Across spring survey administrations middle and high school students responded to items that asked whether they participated in a range of STAR support activities, including tutoring, counseling, and mentoring, as well as STAR partner-sponsored activities. Researchers used survey responses to identify the number of unique activities in which students participated during a given school year. Figure 6.4 presents findings using the following 5-point scale: (1) *1.5 types of activities*, (2) *3.0 types of activities*, (3) *4.5 types of activities*, (4) *6.0 types of activities*, or (5) *7.5 types of activities*. Results indicate that high school students' participation in STAR activities has consistently increased across implementation years, while participation at the middle school level has fluctuated, with higher levels of participation in 2007-08 and 2009-10, but lower levels during the 2008-09 school year. Overall, results suggest progressively increasing levels of participation across years. On average, students participated in about two unique STAR activities in 2007-08 (1.99 overall), and participation increased to an average of about four activities in 2009-10 (2.40 overall).

¹²A detailed overview of STAR's goals and objectives is presented in Appendix F.

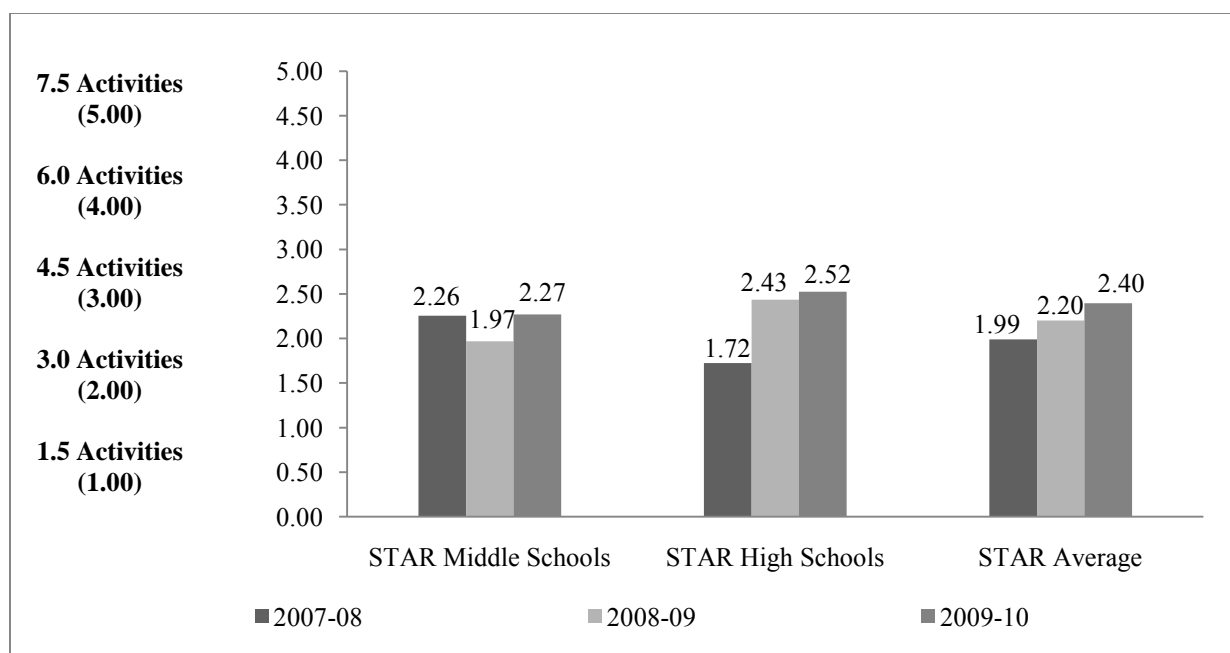


Figure 6.4. Average STAR scores for Student Participation in STAR Support Activities, as a mean by year: 2007-08 through 2008-10.

Sources: STAR Middle School and High School Student Surveys, spring 2008, spring 2009, spring 2010.

Notes. Scores are reported using a 5-point scale: (1) 1.4 types of activities, (2) 2.8 types of activities, (3) 4.2 types of activities, (4) 5.6 types of activities, or (5) 7.0 types of activities. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Indicator Score: Student Attendance Rates

Recognizing that any educational intervention designed to affect student outcomes will have limited effects students are not present in school to receive services, the measurement of STAR implementation includes an indicator of student attendance. *Student Attendance Rate* scores are measured using data obtained from TEA's PEIMS archival database. Because PEIMS attendance data are lagged a year, scores for each implementation year are derived using data from the previous school year—the most current data available for a given school year. Specifically, 2007-08 *Student Attendance Rate* scores rely on 2006-07 PEIMS data, 2008-09 scores rely on 2007-08 data, and 2009-10 scores rely on 2008-09 data. Because of this limitation, the evaluation includes lagged *Student Attendance Rate* scores as a proxy for current year outcomes. *Student Attendance Rate* scores are reported using a 5-point scale based on STAR schools' attendance rates relative to the state average for a given year (95.5% in 2008-09): (1) a 76.4% attendance rate or 80% of the state average, (2) an 81.2% attendance rate or 85% of the state average, (3) an 86.0% student attendance rate or 90% of the state average, (4) a 90.7% student attendance rate or 95% of the state average, or (5) a 95.5% student attendance rate or 100% of the state average.

As presented in Figure 6.5, STAR schools maintained a 92% average attendance rate, representing 97% of the state average in 2009-10 (data drawn from 2008-09). Across years, STAR middle schools (4.52) maintained higher attendance rates than STAR high schools (4.12). This finding reflects research indicating that truancy, retention, and dropout rates generally increase in high school, particularly in ninth grade (Cohen & Smerdon, 2009; Heilig & Darling-Hammond, 2008; Neild, Stoner-Eby, & Furstenberg, 2008). Notably, analysis of individual high school scores for *Student Engagement in Schooling* found that campuses in which students participated in the greatest number of STAR activities also had the highest attendance rates. Conversely, high school campuses with students participating in the fewest activities generally had lower attendance rates.

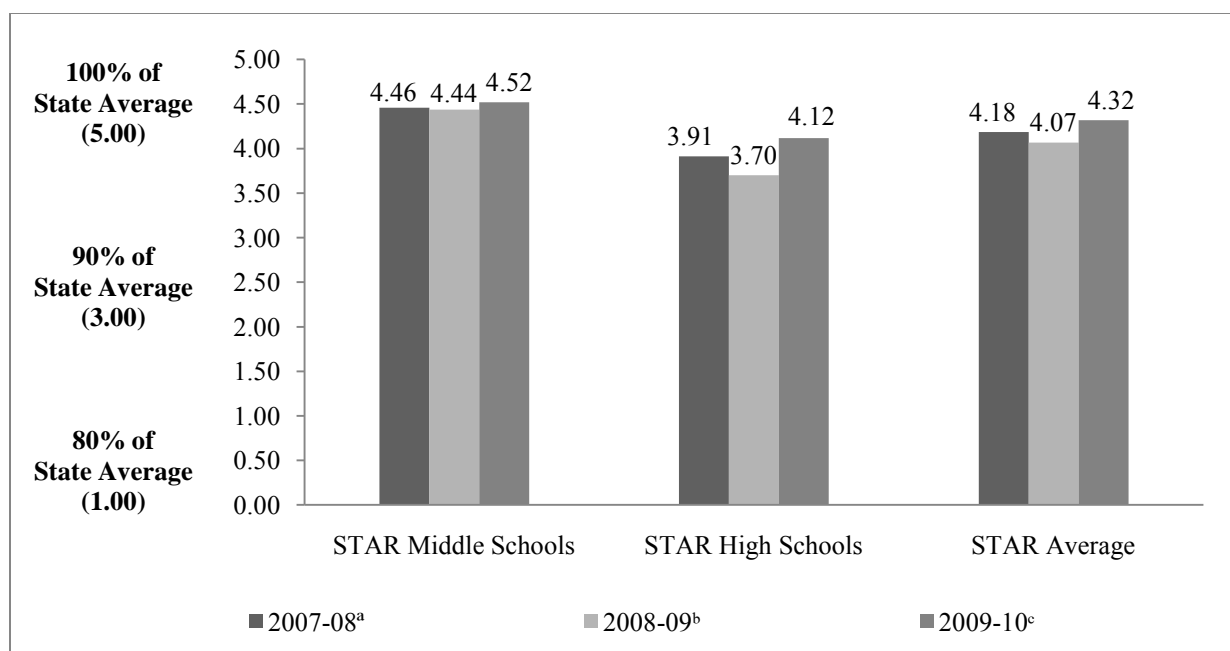


Figure 6.5. Average STAR scores for Student Attendance Rates as a mean by year: 2007-08 through 2009-10.

Sources: Public Education Indicator Management System (PEIMS): 2006-07, 2007-08, and 2008-09 attendance data.

Notes. Scores are reported using a 5-point scale: (1) a 76.4% attendance rate or 80% of the state average, (2) an 81.2% attendance rate or 85% of the state average, (3) an 86.0% student attendance rate or 90% of the state average, (4) a 90.7% student attendance rate or 95% of the state average, or (5) a 95.5% student attendance rate or 100% of the state average. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

^aScore is a proxy drawn from 2006-07 PEIMS data.

^bScore is a proxy drawn from 2007-08 PEIMS data.

^cScore is a proxy drawn from 2008-09 PEIMS data.

Supporting Component Score: Student Engagement in Schooling

As noted earlier in this section, the supporting component score for *Student Engagement in Schooling* is the average of schools' scores for *Systems of Support* and *Student Attendance Rates* (see Exhibit 6.1). Results presented in Figure 6.6 indicate that both middle schools (3.39) and high schools (3.32) achieved *substantial* levels of student engagement during the 2009-10 school year. The overall score for STAR schools (3.36) also indicates substantial implementation.

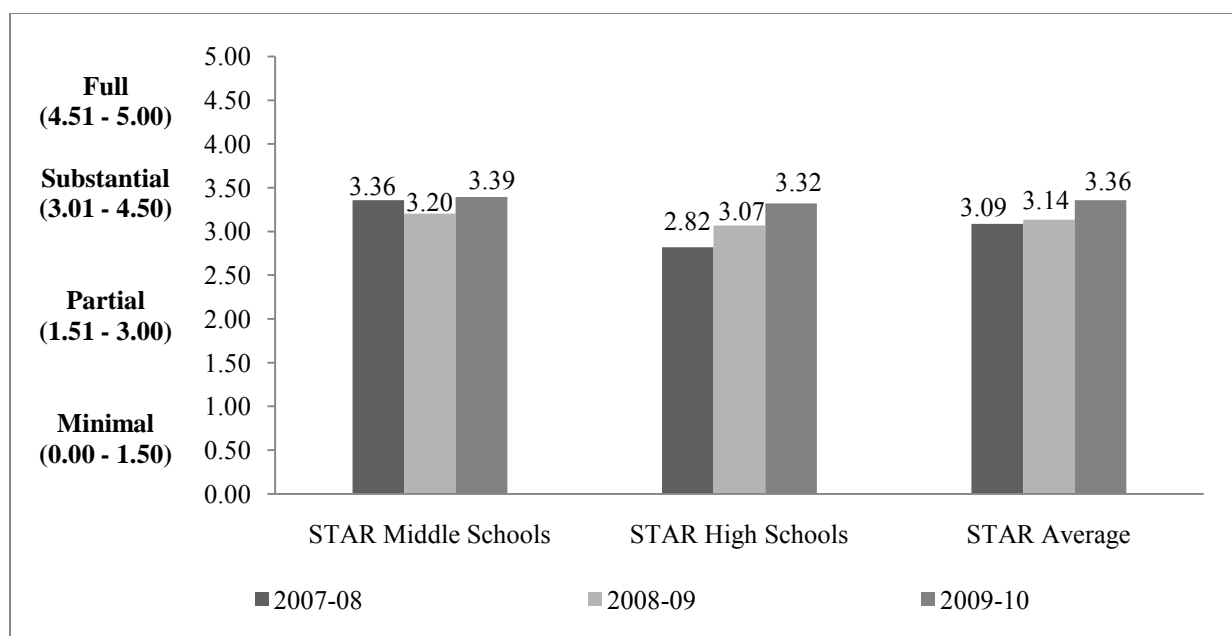


Figure 6.6. Supporting component scores: Student Engagement in Schooling, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Middle School and High School Student Surveys, spring 2008, spring 2009, spring 2010; Public Education Indicator Management System (PEIMS): 2006-07, 2007-08, and 2008-09 attendance data.

Notes. Scores are reported using a 5-point scale: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00) *levels of engagement*. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Best Practice: One District's Approach to Engaging Students in School

During spring 2010 site visit interviews, staff in the high school earning the highest Student Engagement in Schooling score discussed their strategies for increasing students' involvement in STAR activities, noting that the district used a "student driven—[or driven by] student interest" approach. As a first step to identifying students' interests, the district administered a career interest inventory that required students to identify a field of interest, as well as careers in the field of interest, the degrees and salaries associated with careers, and so on. Once students had this information, they selected courses and extra-curricular activities that aligned with their interests and career plans. Working with a collaborative of small, rural districts in the region, high school administrators ensured that students had access to courses that met the needs of their career interests. If a desired course was not offered at the district high school, students were able to take the course at another high school participating in the collaborative. The district's STAR coordinator explained:

There's no way we were ever going to have an analytical geometry class in this district, but now they [students] can take it [in another district] if they are so interested...[Now], kids have a reason for taking classes. You finally have a high school offering children what they need for [their] life after high school, whether it be a college education or [vocational] training.

CORE COMPONENT SCORE: ENGAGING TEACHERS AND STUDENTS

Researchers averaged campuses' (1) *Teacher Participation in Professional Development* and (2) *Student Engagement in Schooling* supporting component scores to obtain the composite *Engaging Teachers and Students* core component score. As discussed earlier this chapter, it was not possible to use a consistent method to calculate *Teacher Participation in Professional Development Activities* indicator scores because of differences in how teacher participation data have been collected across evaluation years. The absence of scores for the *Teacher Participation in Professional Development Activities* indicator in 2007-08 and 2008-09, limits the calculation of the *Engaging Teachers and Students* core component score to the 2009-10 school year.

Results presented in Figure 6.7, indicate that STAR campuses earned an average *Engaging Teachers and Students* core component score of 3.15 overall, which reflects *substantial* implementation. STAR high schools (3.25) earned higher scores than STAR middle schools (3.04), on average. This finding reflects results discussed throughout this report indicating that most districts tended to reduce the emphasis on STAR implementation at the middle school level as the initial STAR student cohort has moved to high school.

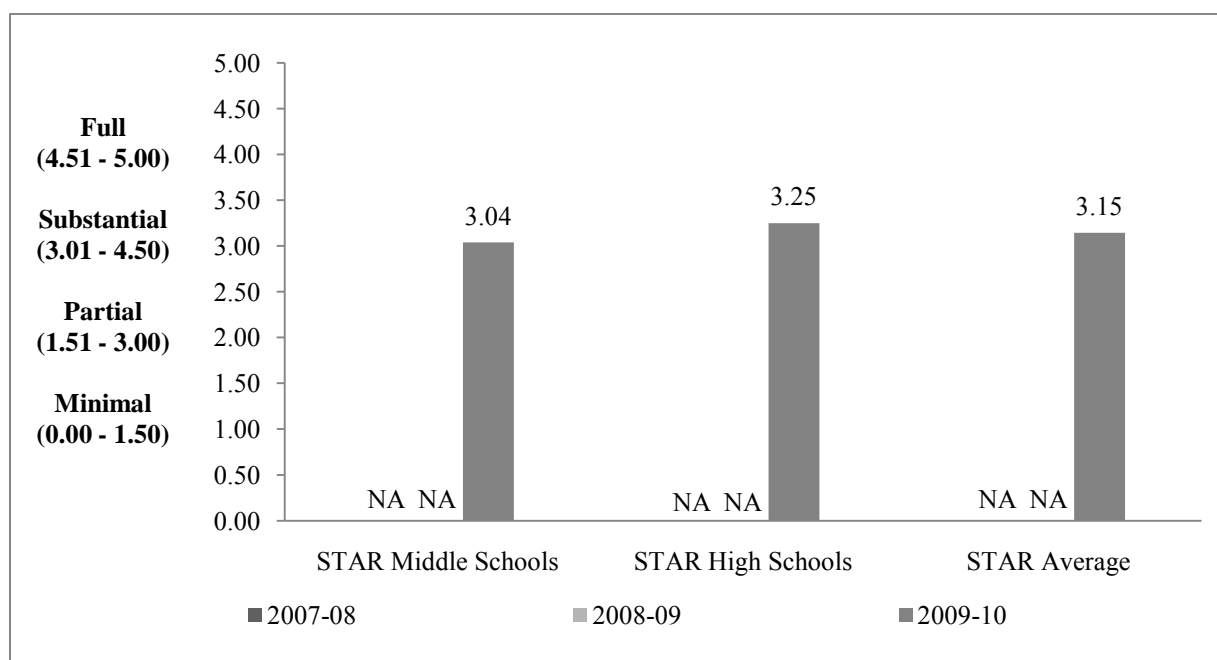


Figure 6.7. Core component scores: Engaging Teachers and Students, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2008, spring 2009, and spring 2010; Pre-College Outreach Center (POC) Attendance Records, 2009-10; STAR Middle School and High School Student Surveys, spring 2008, spring 2009, and spring 2010; Public Education Indicator Management System (PEIMS): 2006-07, 2007-08, and 2008-09 attendance data.

Notes. NA=not applicable. Consistent data on teacher participation in professional development activities were not available across implementation years and results are limited to 2009-10. Results are reported using a 5-point scale: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00) levels of engaging teachers and students. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

SUMMARY

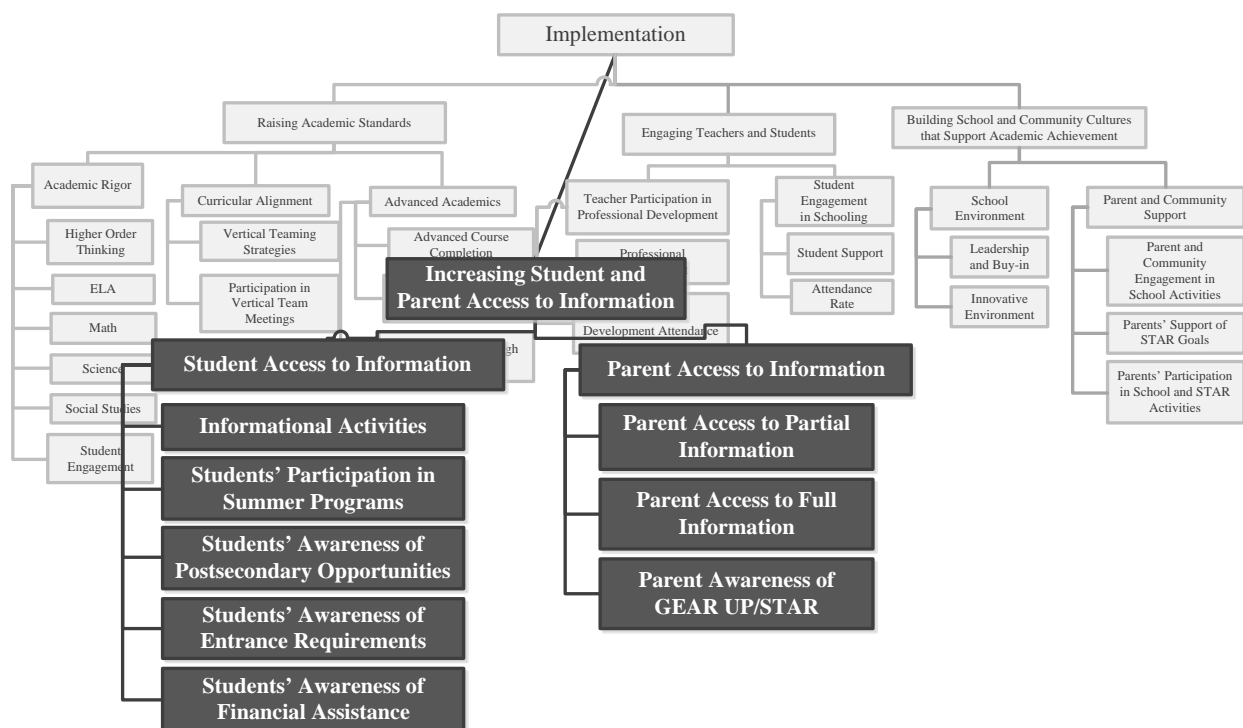
On average, STAR districts engaged teachers and students to a *substantial* extent, supporting teachers' ongoing professional development at near substantial levels and increasing student interest in academic achievement and attendance at school. Average STAR implementation scores are largely attributable to high levels of implementation in STAR high schools. High school teachers experienced fewer barriers to participation in STAR training due to onsite implementation. Districts earning the highest component scores recognized the importance of professional development and effectively supported teacher participation, despite barriers, through the provision of staff stipends or integrating professional development into the daily schedule. Additionally, high school campuses provided more activities and services designed to engage students, likely in response to slightly lower attendance rates. This strategy proved successful; high school campuses providing students greater access to engaging activities and services experienced higher levels of attendance as compared to those campuses providing fewer services.

CHAPTER 7

INCREASING STUDENT AND PARENT ACCESS TO INFORMATION

In order to increase academic achievement and develop college-going cultures among low-income students and their families, STAR provides increased access to informational resources about postsecondary educational opportunities. STAR information resources are designed to improve parents' and students' ability to plan and prepare for long-term educational goals. As presented in Exhibit 7.1, the evaluation measures this component of STAR—*Increasing Student and Parent Access to Information*—by examining two supporting components: STAR campuses' implementation of services that provide informational resources to (1) students (*Student Access to Information*) and (2) parents (*Parent Access to Information*). More information about how core components, supporting components, and indicators are constructed is included in Appendix G.

Exhibit 7.1



DATA SOURCES: STUDENT AND PARENT ACCESS TO INFORMATION

The evaluation's measurement of students' and parents' access to postsecondary planning information relies on data collected through (1) spring 2010 surveys of students in STAR schools, (2) student summer program participation data from the POC, and (3) spring 2010 surveys of STAR parents. In addition, the discussion includes information collected during spring 2010 interviews with STAR administrators and counselors, as well as focus group discussions with teachers on STAR campuses.

The sections that follow discuss the evaluation's approach to measuring student and parent access to postsecondary planning information and provide measures of the degree to which STAR schools provided information to students and parents during the 2009-10 school year. Results are presented for middle schools, high schools, and all STAR campuses across 3 implementation years (2007-08, 2008-09, and

2009-10). See Appendix G for more information on the measurement of the student and parent supporting components.

MEASURING STUDENT ACCESS TO INFORMATION

The STAR goals (see Appendix F) emphasize the importance of providing all students with comprehensive information about postsecondary opportunities, including entrance requirements and financial aid (TEA, 2006). The *Student Access to Information* supporting component of STAR implementation is derived from the average of five indicators: (1) *Student Informational Activities*, (2) *Students' Participation in Summer Programs*, (3) *Students' Awareness of Postsecondary Opportunities*, (4) *Students' Awareness of College Entrance Requirements*, and (5) *Students' Awareness of Financial Assistance* (see Exhibit 7.1). The indicators are designed to measure the extent to which STAR schools implement activities and services that support students' awareness of postsecondary opportunities and planning needs. The sections that follow discuss the evaluation's approach to measuring each indicator as well as the *Student Access to Information* supporting component score.

Indicator Score: Student Informational Activities

The *Student Informational Activities* indicator measures the degree to which STAR campuses provide students with access to activities designed to support college access and planning, such as college tours, college or career fairs, presentations by college faculty, and so on. The spring student surveys asked respondents to indicate the activities they participated in during a given school year from a list of eight typical STAR informational activities (e.g., college fairs, college planning workshops, college tours). The evaluation considers the average number of unique activities students attended on each campus,¹³ and averages are converted to a 5-point scale: students attended (1) *1.6 activities*, (2) *3.2 activities*, (3) *4.8 activities*, (4) *6.4 activities*, and (5) *8.0 kinds of activities*. Because items addressing access to informational activities were not included on the spring 2008 survey, scores for the 2007-08 school year are not included in the analysis.

Findings presented in Figure 7.1 indicate that in 2009-10 students in STAR schools participated in activities similar to those reported in 2008-09. On average, students in STAR schools participated in about three (2.8) unique types of activities. Scores across middle school and high school campuses increased somewhat during the 2009-10 school year, and students in STAR high schools reported greater participation in activities than did middle school students (3.2 vs. 2.4).

¹³The item measured the number of unique kinds of activities. For example, students may have participated in several campus tours but this would be measured as *one* kind of activity.

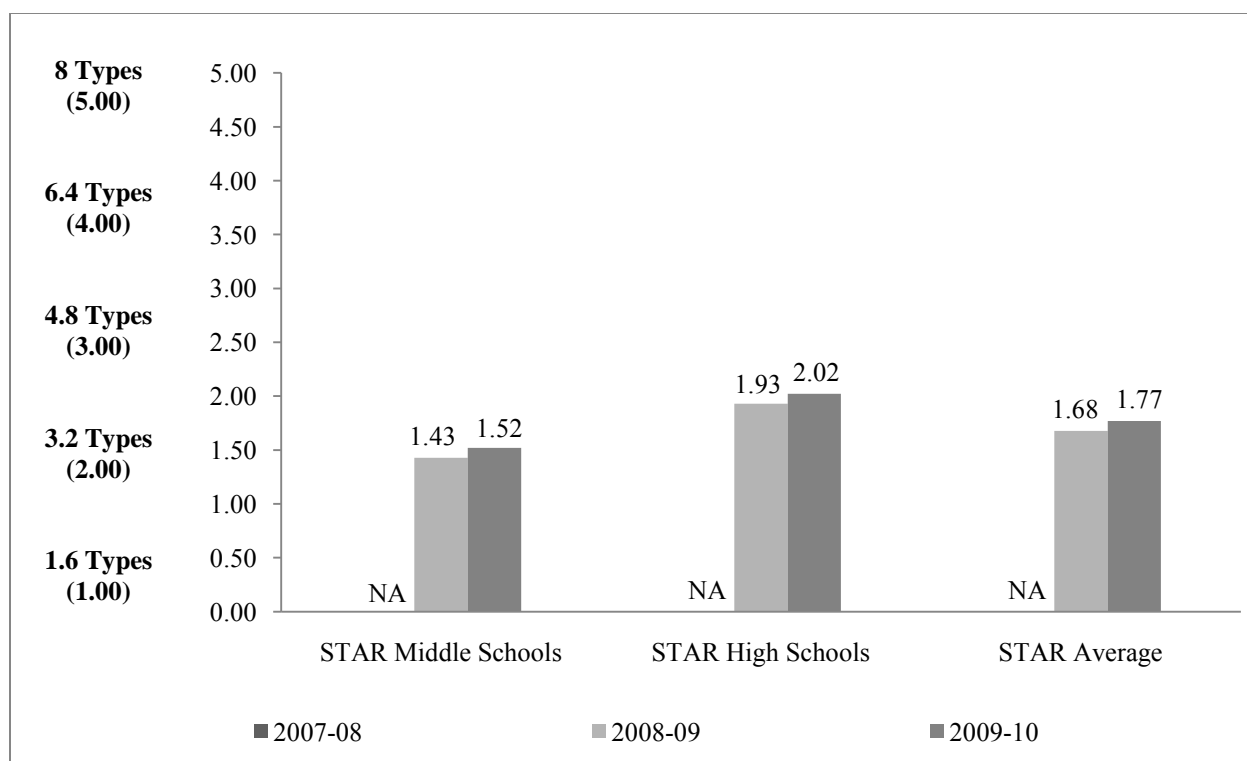


Figure 7.1. Average STAR scores for Informational Activities, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Middle School and High School Student Surveys, spring 2009 and spring 2010.

Notes. Data is not available for 2007-08 (NA) because survey items were added in 2008-09. Responses are reported using a 5-point scale: students attended (1) 1.6 activities, (2) 3.2 activities, (3) 4.8 activities, (4) 6.4 activities, or (5) 8.0 kinds of activities. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Indicator Score: Students' Participation in Summer Programs

In addition to activities provided during the school year, TEA and the POC offer STAR summer programs focused on increasing college awareness. TEA program administrators established the expectation that at least 30 students from each STAR district would participate in summer programs each year. The *Students' Participation in Summer Programs* indicator score relies on POC attendance data for STAR summer programs at TAMU-CC and considers the percentage of students per district attending summer programs relative to TEA's expectations (30 students per district). The POC first provided programming in the summer of 2009, so scores do not exist for the 2007-08 implementation year. Scores are presented using a 5-point scale: (1) 6 students attended or 20% of the goal, (2) 12 students attended or 40% of the goal, (3) 18 students attended or 60% of the goal, (4) 24 students attended or 80% of the goal, and (5) 30 students attended or 100% of the goal.

As presented in Figure 7.2, districts sent 14 students, on average, to POC summer programs, or met 47% of the intended goal in summer 2010 (2009-10 implementation year). This marks a decline from the previous year in which districts sent an average of 17 students to summer programs. However, the decline is largely attributable to one district that did not have any students who participated in the summer 2010 program.

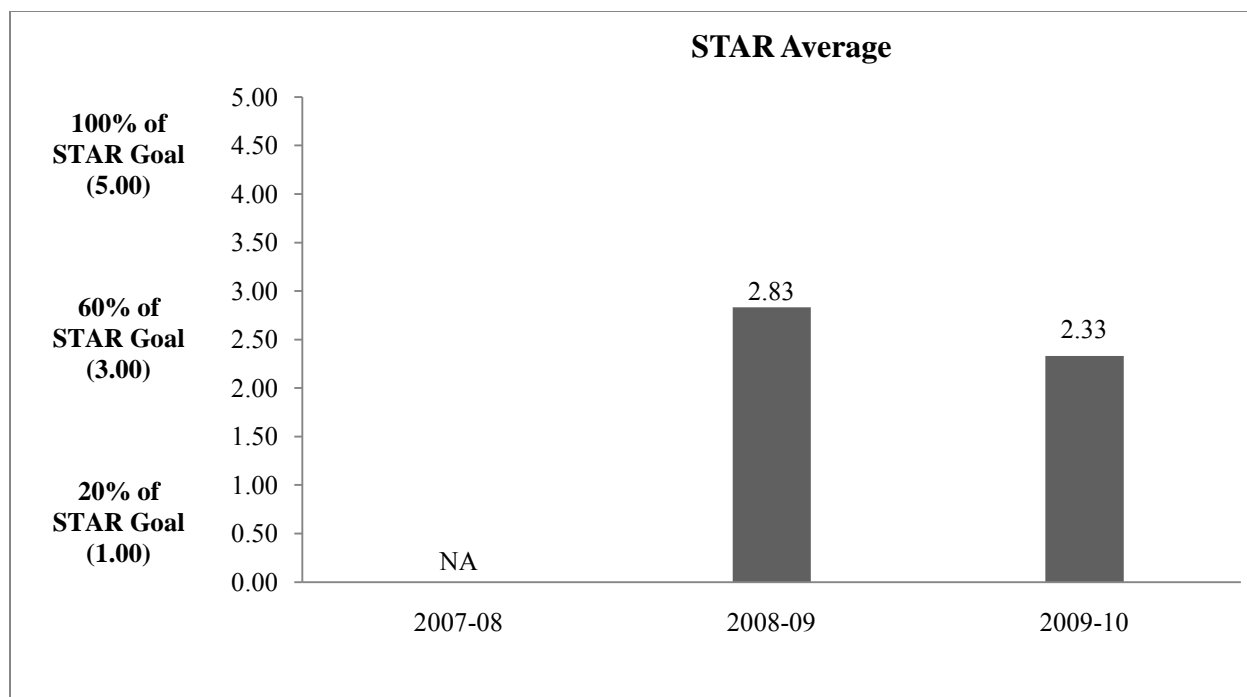


Figure 7.2. Average STAR scores for districts' Participation in Summer Programs, as a mean by year: 2007-08 through 2009-10.

Sources: Pre-College Outreach Center (POC) Summer Program Attendance Data, 2009 and 2010.

Notes. POC began implementing summer programs in summer 2009, so 2007-08 data is not available. Responses are reported using a 5-point scale: (1) 6 students attended or 20% of the goal, (2) 12 students attended or 40% of the goal, (3) 18 students attended or 60% of the goal, (4) 24 students attended or 80% of the goal, and (5) 30 students attended or 100% of the goal. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Indicator Score: Students' Awareness of Postsecondary Opportunities

The *Students' Awareness of Postsecondary Opportunities* indicator is measured using student survey items that asked student to indicate their level of familiarity with (1) 4-year colleges and universities, (2) community and junior colleges, and (3) vocational and technical schools using the response categories: (1) *not familiar*, (2) *somewhat familiar*, and (3) *very familiar*. Researchers determined the average number of opportunities with which students were somewhat or very familiar at each STAR campus and converted averages to a 5-point scale in which (0.00 -1.67) indicates *students were familiar with one type of postsecondary opportunity*, (1.68-3.34) indicates *students were familiar with two types of opportunities*, and (3.35-5.00) indicates *students were familiar with each type of postsecondary opportunity*. Results presented in Figure 7.3 indicate that students at STAR middle schools were familiar with about two types of postsecondary opportunities (2.75), while students at STAR high schools were familiar with each of the three postsecondary opportunities included on the survey.

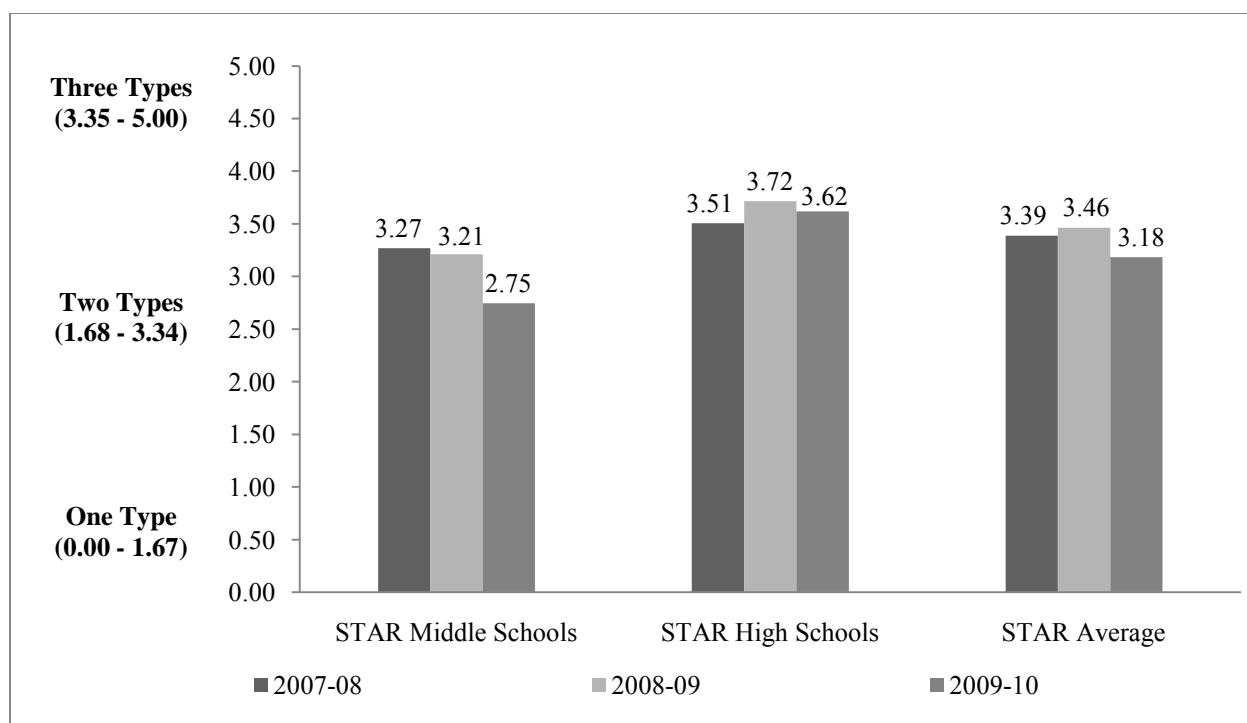


Figure 7.3. Average STAR scores for Students' Awareness of Postsecondary Opportunities, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Middle School and High School Student Surveys, spring 2008, spring 2009, and spring 2010.

Notes. Responses are reported using a 5-point scale. Students' Awareness of Postsecondary Opportunities: *students are familiar with one type of postsecondary opportunity (0.00 -1.67), students are familiar with two opportunities (1.68-3.34), and students are familiar with all three types of postsecondary opportunity (3.35-5.00).* Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Table 7.1 presents the percentages of surveyed middle school and high school students who indicated each level of familiarity with 4-year colleges and universities, community and junior colleges, and vocational and technical schools in spring 2008, spring 2009, and spring 2010. Consistent with previous years, the largest proportion of students in STAR schools responding to the spring 2010 survey reported they were *somewhat familiar* with community colleges (49%) and *not familiar* with vocational schools (53%). Student's familiarity with 4-year colleges dropped for the first time in 2009-10, with the largest proportion of students (40%) indicating they were only *somewhat familiar* with 4-year colleges and universities.

Table 7.1. STAR Students' Familiarity with Postsecondary Opportunities as a Percentage, by Grade Level: 2007-08 Through 2009-10

Familiarity	Middle School Students ^a			High School Students ^b			STAR Average		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Vocational Schools									
Not familiar	54.4%	55.5%	57.7%	52.6%	46.2%	47.4%	53.5%	50.9%	52.6%
Somewhat familiar	33.4%	31.1%	32.4%	35.6%	39.6%	40.1%	34.5%	35.4%	36.3%
Very familiar	12.1%	13.4%	9.9%	11.8%	14.2%	12.4%	12.0%	13.8%	11.2%
Community Colleges									
Not familiar	31.7%	36.5%	40.1%	22.8%	19.4%	22.8%	27.3%	28.0%	31.5%
Somewhat familiar	49.4%	46.2%	43.6%	53.0%	53.7%	53.4%	51.2%	50.0%	48.5%
Very familiar	18.9%	17.3%	16.3%	24.2%	26.9%	23.7%	21.6%	22.1%	20.0%
Four-Year Colleges									
Not familiar	21.8%	23.2%	26.1%	15.1%	14.0%	16.5%	18.5%	18.6%	21.3%
Somewhat familiar	34.2%	34.5%	38.1%	39.4%	38.2%	42.3%	36.8%	36.4%	40.2%
Very familiar	44.0%	42.3%	35.7%	45.4%	47.7%	41.2%	44.7%	45.0%	38.5%

Source: STAR Middle School and High School Surveys, spring 2008, spring 2009, and spring 2010.

^a2007-08 (N=1,940); 2008-09 (N=1,887); 2009-10 (N=1,521)

^b2007-08 (N=3,371); 2008-09 (N=2,991); 2009-10 (N=3,075)

Indicator Score: Students' Awareness of Entrance Requirements

The *Students' Awareness of Entrance Requirements* indicator measures the degree to which STAR campuses provide students with information needed to improve their awareness of postsecondary entrance requirements. The evaluation's student surveys ask respondents to indicate whether a GEAR UP/STAR representative, a school counselor, a teacher, or an administrator has discussed postsecondary education entrance requirements with them. The *Students' Awareness of Entrance Requirements* indicator score reflects the percentage of students at each campus who indicated they had received information from at least one source and uses the following 5-point scale: (1) 20%, (2) 40%, (3) 60%, (4) 80%, and (5) 100% of students received information from at least one source. As presented in Figure 7.4, 76% of students in STAR schools (3.82 overall) received information about postsecondary entrance requirements from at least one school source during the 2009-10 school year, and larger proportions of students in middle schools (75%) and high schools (78%) reported receiving information in 2009-10 relative to previous years.

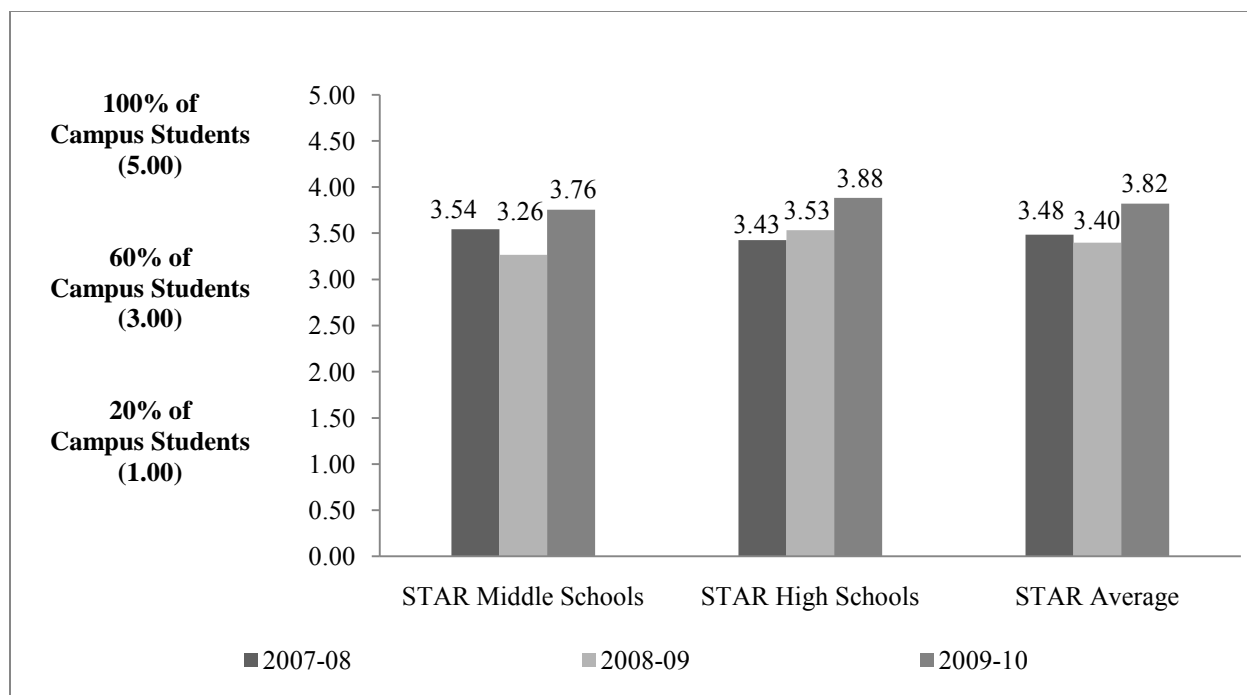


Figure 7.4. Average STAR scores for Students' Awareness of Entrance Requirements, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Middle School and High School Student Surveys, spring 2008, spring 2009, and spring 2010.

Notes. Responses are reported using a 5-point scale: (1) 20%, (2) 40%, (3) 60%, (4) 80%, and (5) 100% of students received information from at least one school source. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Results presented in Table 7.2 present the full range of sources of information about college entrance requirements, including non-school sources such as parents and siblings, presented on the student survey. Findings indicate that across years, students are most likely to rely on parents for information. However, more high school students received information from counselors (55%), teachers (54%), and GEAR UP Representatives (35%) in 2009-10 than in previous years. Notably, progressively larger proportions of students in STAR high schools have reported receiving information from GEAR UP representatives since the initial STAR student cohort advanced to high school during the 2008-09 school year.

Table. 7.2. STAR Students' Sources of Information Regarding College Entrance Requirements as a Percentage: 2007-08 Through 2009-10

Sources	Middle School ^a			High School ^b		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Parents	69.1%	69.1%	74.2%	62.3%	59.2%	62.0%
Counselors	31.7%	26.7%	33.5%	53.3%	49.6%	55.0%
Teachers	51.3%	51.4%	49.5%	43.7%	46.4%	54.3%
Family members	46.9%	47.4%	47.1%	38.3%	39.7%	39.0%
GEAR UP Representatives	42.9%	21.6%	29.9%	18.4%	23.5%	34.7%
Siblings	31.6%	34.3%	33.7%	31.7%	31.3%	28.3%
Administrators	24.8%	20.7%	20.9%	11.7%	14.1%	14.3%
No one	10.5%	13.7%	10.7%	13.8%	10.0%	11.3%

Source: STAR Middle School and High School Student Surveys, spring 2008, spring 2009, and spring 2010.

^a2007-08 (N=1,940); 2008-09 (N=1,887); 2009-10 (N=1,521)

^b2007-08 (N=3,371); 2008-09 (N=2,991); 2009-10 (N=3,075)

Indicator Score: Students' Awareness of Financial Assistance

The evaluation also considers *Students' Awareness of Financial Assistance* as an indicator of STAR implementation, and students responding to the spring surveys indicated whether they received information about financial assistance for postsecondary educational opportunities from a school source (e.g., a GEAR UP/STAR representative, a school counselor, a teacher, or an administrator). The *Students' Awareness of Financial Assistance* indicator score measures the percentage of students at each STAR campus who reported receiving postsecondary planning information from at least one *school* source. Percentages have been converted to a 5-point scale: (1) 20%, (2) 40%, (3) 60%, (4) 80%, and (5) 100% of students received information about financial assistance from at least one school source.

As presented in Figure 7.5, about half (52%) of students in STAR schools received information from school staff regarding financial assistance. Not surprisingly, high schools earned higher *Students' Awareness of Entrance Requirements* (see Figure 7.4) and *Students' Awareness of Financial Assistance* scores than middle schools, which likely reflect the greater emphasis on postsecondary planning at the high school level. Notably, the proportion of middle school students receiving information about financial assistance has decreased across implementation years. In 2009-10, less than half of middle school students (45%) received financial planning information, while 54% received the information in 2007-08. In contrast, high school students (59%) were more likely to receive financial planning information in 2009-10, as compared to previous years (56% across both years). This finding suggests that high schools are implementing more postsecondary planning activities as the initial STAR student cohort nears graduation.

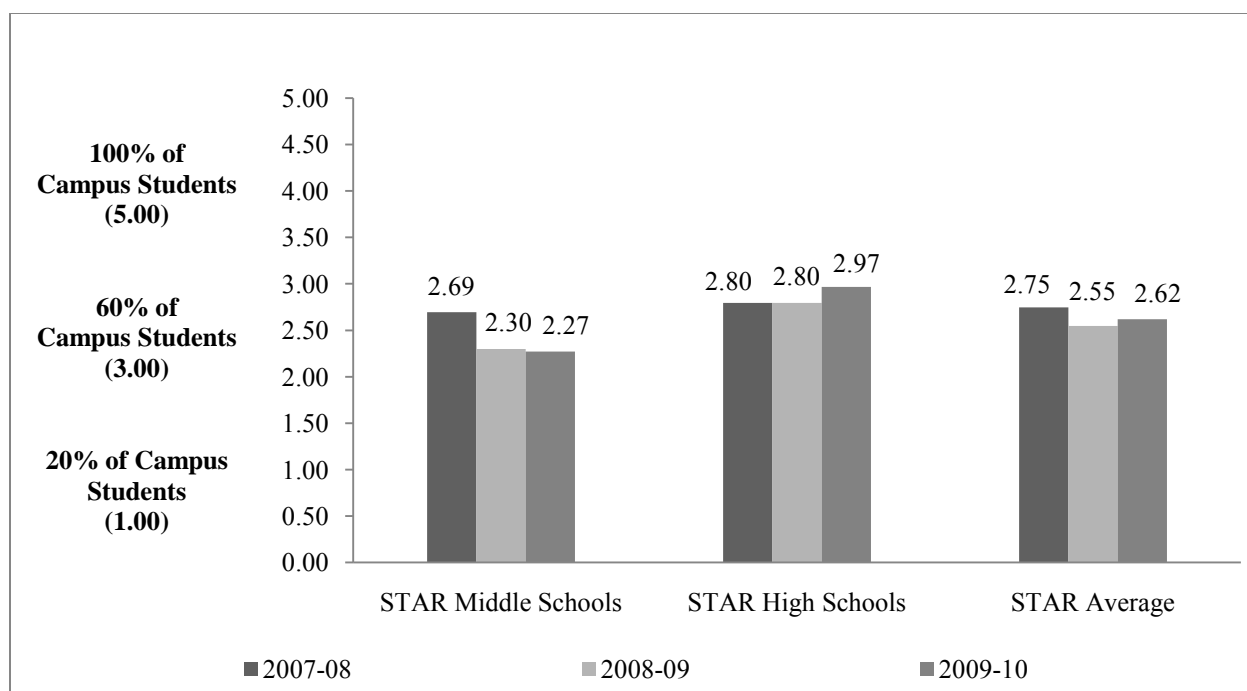


Figure 7.5. Average STAR scores for Students' Awareness of Financial Assistance, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Middle School and High School Student Surveys, spring 2008, spring 2009, and spring 2010.

Notes. Responses are reported using a 5-point scale: (1) 20%, (2) 40%, (3) 60%, (4) 80%, and (5) 100% of students received information from at least one *school* source. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

While the measurement of the *Students' Awareness of Financial Assistance* indicator score is limited to school information sources, the spring surveys also asked students about other sources of information (e.g., parents and siblings). Table 7.3 presents the percentage of students indicating they received information across the full range of sources listed on surveys. Results suggest that across STAR implementation years, high school students are increasingly receiving information about financial assistance from school sources. In 2009-10, smaller proportions of high school students relied on parents (45%), family members (21%), or siblings (18%), for information, and larger percentages reported receiving information from school counselors (41%), teachers (33%), and GEAR UP representatives (25%). This finding suggests that staff in STAR high schools provided students with more postsecondary planning information during the 2009-10 school year.

In contrast, students in STAR middle schools relied less on teachers (26%) and GEAR UP representatives (16%) for information in 2009-10 than they did in previous years. This finding supports data presented in Figure 7.5 indicating that a smaller proportion of middle school students received financial assistance information from school staff. Additionally, about a third of students in STAR middle schools (32%) reported that they did not receive financial assistance information from anyone in 2009-10.

Table. 7.3. STAR Students' Sources of Financial Assistance Information, as a Percentage: 2007-08 Through 2009-10

Sources	Middle School ^a			High School ^b		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Parents	52.9%	54.8%	51.2%	47.3%	46.0%	44.7%
Counselors	23.4%	17.5%	18.5%	44.6%	38.8%	40.5%
Teachers	32.3%	31.2%	25.8%	27.1%	28.6%	33.2%
GEAR UP Representatives	32.1%	14.5%	15.6%	14.6%	18.8%	25.4%
Family members	30.4%	30.1%	28.3%	22.4%	22.5%	21.3%
Siblings	21.9%	20.7%	18.1%	19.7%	19.6%	17.6%
Administrators	15.4%	11.3%	10.5%	7.6%	8.8%	8.2%
No one	21.3%	25.2%	31.8%	21.9%	19.0%	25.1%

Source: STAR Middle School and High School Student Surveys, spring 2008, spring 2009, and spring 2010.

^a2007-08 (N=1,940); 2008-09 (N=1,887); 2009-10 (N=1,521)

^b2007-08 (N=3,371); 2008-09 (N=2,991); 2009-10 (N=3,075)

Students' and Parents' Perceptions of the Affordability of Postsecondary Education

The spring surveys also asked students and parents whether they thought postsecondary educational options were affordable using family income, scholarships, and financial aid. Table 7.4 presents results for middle and high school students across 3 evaluation years and Table 7.5 presents the same information for parents.

Table 7.4. STAR Students' Perceptions of Postsecondary Affordability as a Percentage, by Grade Level: 2007-08 through 2009-10

Perception	Community or Junior College			Four-Year College or University		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Middle School Students^a						
Definitely not	4.6%	5.6%	3.6%	3.7%	4.3%	3.5%
Probably not	5.0%	4.0%	4.3%	5.7%	3.8%	4.5%
Not sure	25.7%	22.8%	21.0%	23.4%	22.6%	24.8%
Probably	33.9%	34.1%	38.0%	37.8%	40.5%	39.1%
Definitely	30.8%	33.5%	33.1%	29.5%	28.8%	28.1%
High School Students^b						
Definitely not	3.4%	3.3%	3.3%	5.3%	4.3%	4.6%
Probably not	4.3%	4.1%	3.7%	7.7%	7.6%	7.9%
Not sure	22.2%	23.3%	22.0%	29.2%	28.4%	26.7%
Probably	36.9%	38.1%	36.6%	35.5%	37.5%	38.9%
Definitely	33.2%	31.1%	34.4%	22.4%	22.2%	21.8%
STAR Average						
Definitely not	4.0%	4.5%	3.5%	4.5%	4.3%	4.1%
Probably not	4.7%	4.1%	4.0%	6.7%	5.7%	6.2%
Not sure	24.0%	23.1%	21.5%	26.3%	25.5%	25.8%
Probably	35.4%	36.1%	37.3%	36.7%	39.0%	39.0%
Definitely	32.0%	32.3%	33.8%	26.0%	25.5%	25.0%

Source: STAR Middle School and High School Surveys, spring 2008, spring 2009, and spring 2010.

^a2007-08 (N=1,940); 2008-09 (N=1,887); 2009-10 (N=1,521)

^b2007-08 (N=3,371); 2008-09 (N=2,991); 2009-10 (N=3,075)

Results for students are fairly consistent across years. Middle school and high school students reported similar levels of confidence in their ability to afford community college enrollment, but high school students were somewhat less confident than middle school students about their ability to afford a 4-year college or university. As presented in Figure 7.4, high school students were more likely to receive information regarding financial assistance than middle school students, so their lower level of confidence may reflect greater awareness of the costs of postsecondary education.

As presented in Table 7.5, a majority of parents expressed confidence in their ability to pay postsecondary educational options. In 2009-10, 56% of parents indicated that they could definitely and 29% felt they could probably afford a 4-year college. Similarly, most parents (64%) felt they could definitely afford to send their child to a community college, and 26% felt they could probably afford community college.

Table 7.5. Average STAR Parents' Perceptions of Postsecondary Affordability, as a Percentage: 2007-08 Through 2009-10

Perception	Community or Junior College			Four-Year College or University		
	2007-08 ^a	2008-09 ^b	2009-10 ^c	2007-08 ^a	2008-09 ^b	2009-10 ^c
Definitely not	1.1%	0.3%	0.1%	1.0%	0.7%	0.9%
Probably not	0.6%	1.8%	0.7%	1.4%	2.1%	2.1%
Not sure	4.9%	6.3%	7.6%	9.9%	11.9%	11.7%
Probably	20.6%	27.8%	26.0%	25.1%	33.6%	29.3%
Definitely	71.1%	63.1%	64.4%	61.8%	51.0%	55.8%

Source: STAR Parent Survey, spring 2008, spring 2009, and spring 2010.

Note. Percentages may not total to 100. Some parents chose not respond to this item.

^a(N=809), ^b(N=670), ^c(N=669)

Supporting Component Score: Student Access to Information

The overall *Student Access to Information* supporting component score is derived from the average of campuses' *Student Informational Activities*, *Students' Participation in Summer Programs*, *Students' Awareness of Postsecondary Opportunities*, *Students' Awareness of Entrance Requirements*, and *Students' Awareness of Financial Assistance* indicator scores (see Exhibit 7.1). Because *Student Informational Activities* data were not collected during the 2007-08 evaluation year, scores for the year are not included in the analysis.

Findings presented in Figure 7.6 indicate that STAR campuses *partially* implemented activities and services designed to provide students with *Access to Information* (2.74 overall). Consistent with the understanding that postsecondary planning information is generally emphasized to a greater extent in high school, STAR high schools earned higher *Student Access to Information* scores than middle schools in 2009-10 (2.96 vs. 2.52). Middle school scores declined in 2009-10. This finding aligns with trends noted throughout the report that suggest middle schools implemented STAR activities to a lesser extent since the initial student cohort (seventh graders in 2006-07) advanced to high school.

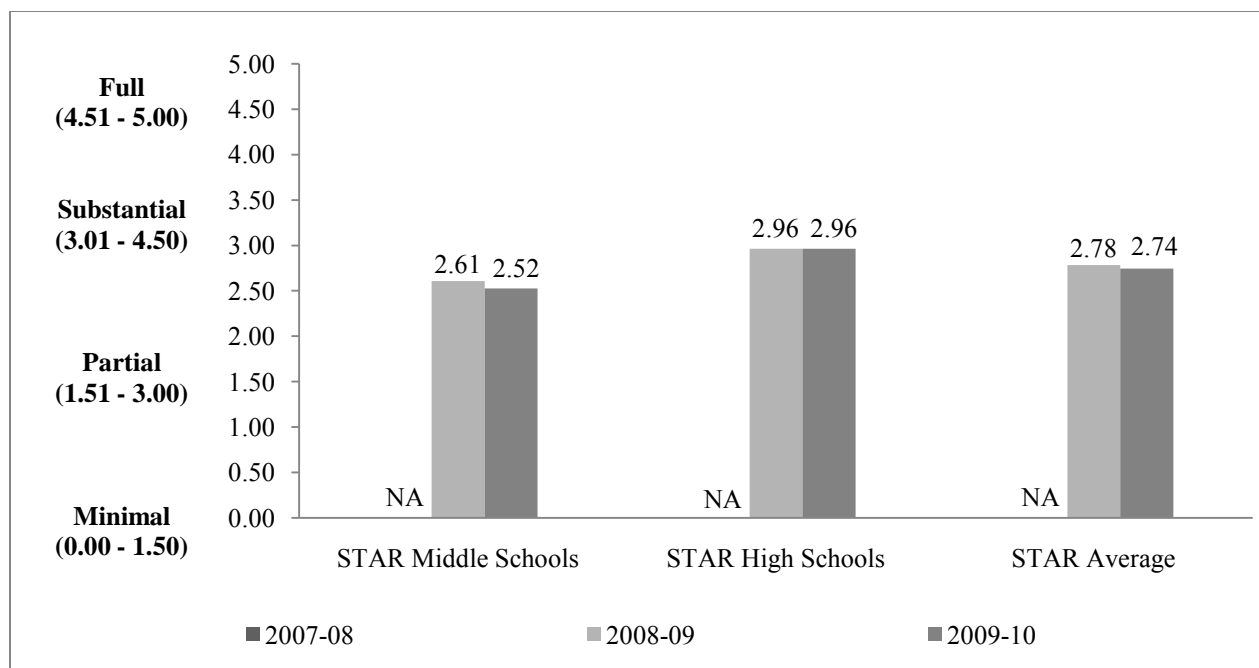


Figure 7.6. Supporting component scores: Student Access to Information, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Middle School and High School Student Surveys, spring 2008, spring 2009, and spring 2010; Pre-College Outreach Center (POC) Summer Attendance Data, 2009 and 2010.

Notes. POC began implementing summer programs in summer 2009, so 2007-08 data are not available. Responses are reported using a 5-point scale: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full implementation* (4.51 – 5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Seniors' College Planning

Although the initial STAR cohort will not complete the twelfth grade until the project's final implementation year (i.e., 2012-13), each year, the spring student survey asks high school seniors about their college plans, including whether they have taken college entrance exams and completed application processes. The following sections present seniors' responses, and while results are not directly attributable to STAR implementation, they provide a general indication of the challenges schools face in adequately preparing students to participate in postsecondary educational opportunities. Note that spring surveys are administered in May of each evaluation year.

College Entrance Exams

As presented in Table 7.6, a larger proportion of seniors responding to the spring 2010 survey were unsure if they would take the SAT (25%) or the ACT (18%) in 2010 than in previous years. About a quarter of seniors in STAR schools reported that they planned to take the SAT (24%) and ACT (23%).

Table 7.6. STAR Seniors' Entrance Exam Status, as a Percentage: 2007-08 Through 2009-10

Exam Status	Seniors 2007-08 (N=670)	Seniors 2008-09 (N=584)	Seniors 2009-10 (N=587)
PSAT			
Have taken	47.8%	50.1%	39.0%
Plan to take	7.1%	9.7%	8.6%
Will not take	21.7%	19.2%	21.5%
Unsure	23.5%	21.1%	30.9%
SAT			
Have taken	25.1%	27.7%	26.8%
Plan to take	26.6%	26.6%	24.0%
Will not take	24.8%	23.4%	24.0%
Unsure	23.6%	22.4%	25.2%
ACT			
Have taken	52.8%	49.2%	50.4%
Plan to take	23.3%	24.8%	23.4%
Will not take	9.6%	9.7%	8.4%
Unsure	14.3%	16.4%	17.9%

Source: STAR High School Student Survey, spring 2008, spring 2009, and spring 2010.

Note. 2009-10 only includes data from five districts. One district did not administer student surveys to seniors.

(Seniors' College Planning discussion continued on the next page.)

Seniors responding to the spring surveys also report their postsecondary application status. Seniors' responses in 2009-10 were fairly consistent with those provided in previous years (see Table 7.7). Compared to spring 2009, a smaller proportion of 2010 seniors indicated they had applied or had been accepted to a 4-year college (55% vs. 47%) and vocational school (11% vs. 8%). This change may be due to the larger proportion of students choosing to apply to community colleges in 2010 (33% had applied or been accepted) compared to spring 2009 responses (26%). Additionally, the smaller proportion of students indicating they had applied or been accepted to 4-year colleges and vocational schools may reflect the survey response rate. In spring 2010, one district, with consistently high application and acceptance rates, did not administer student surveys to seniors. It is likely that the inclusion of seniors in this district would have raised the proportion of seniors in STAR schools reporting they had applied or been accepted to each postsecondary opportunity, on average.

Table 7.7. STAR Seniors' Application Status as a Percentage: 2007-08 Through 2009-10

<i>Application Status</i>	<i>Seniors 2007-08 (N=670)</i>	<i>Seniors 2008-09 (N=584)</i>	<i>Seniors 2009-10 (N=587)</i>
Four-Year University			
<i>Accepted</i>	34.2%	33.2%	33.9%
<i>Applied</i>	17.1%	18.5%	12.8%
<i>Plan to apply</i>	28.4%	30.1%	35.0%
Community College			
<i>Accepted</i>	21.8%	18.6%	17.9%
<i>Applied</i>	16.8%	16.6%	15.3%
<i>Plan to apply</i>	34.2%	32.8%	35.2%
Vocational School			
<i>Accepted</i>	5.0%	6.8%	5.0%
<i>Applied</i>	3.1%	4.3%	3.1%
<i>Plan to apply</i>	22.6%	21.9%	27.4%

Source: STAR High School Student Survey, spring 2008, spring 2009, and spring 2010.

Note. 2009-10 only includes data from five districts. One district did not administer student surveys to seniors.

PARENT ACCESS TO INFORMATION

Recognizing that planning for postsecondary education is the charge of both students and parents, the evaluation also considers the extent to which parents of students attending STAR schools receive information that will support their ability to plan for students ongoing education needs, including college entrance requirements, financial assistance, and required coursework. In measuring *Parent Access to Information*, the evaluation relies on three indicators: (1) *Parent Access to Partial Information*, (2) *Parent Access to Full Information*, and (3) *Parent Awareness of GEAR UP/STAR* (see Exhibit 7.1).

Indicator Score: Parent Access to Partial Information

Parents responding to the evaluation's spring surveys indicated whether a GEAR UP representative or school staff member had spoken with them about college planning, including entrance requirements, financial assistance, and course selection. The *Parent Access to Partial Information* indicator measures the percentage of parents receiving information addressing at least one college planning topic, using a 5-point scale: (1) 20% of parents, (2) 40% of parents, (3) 60% of parents, (4) 80% of parents, and (5) 100% of parents received information about at least one college planning topic.

Figure 7.7 presents indicator scores for parents of students attending STAR middle schools and high schools across 3 evaluation years. Results indicate that approximately 33% of surveyed parents received information about college entrance requirements, financial assistance, *or* course selection (1.65 overall) during the 2009-10 school year. Not surprisingly, a larger proportion of high school parents (41%) received planning information from school staff than middle school parents (25%) in 2009-10, which again, likely reflects the greater emphasis on college planning in high school. The proportion of parents receiving information has decreased across implementation years. During interviews conducted during spring 2010 site visits, middle school respondents noted that some STAR activities were reduced when the initial STAR cohort progressed to high school because there was less implementation funding available for middle schools. While reduced middle school implementation may lead to middle school parents' reduced access to information, the trend also is evident at high schools.

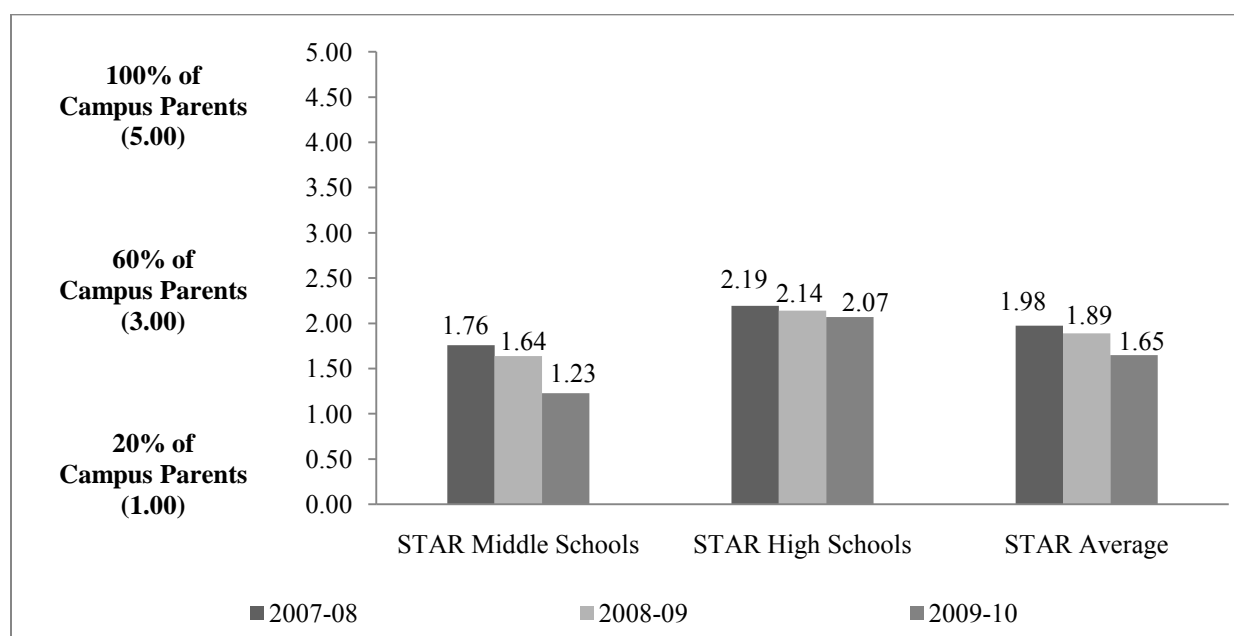


Figure 7.7. Average STAR scores for Parent Access to Partial Information, as a mean by year: 2007-08 through 2009-10.

Source: STAR Parent Survey, spring 2008, spring 2009, and spring 2010.

Notes. Responses are reported using a 5-point scale: (1) 20% of parents, (2) 40% of parents, (3) 60% of parents, (4) 80% of parents, and (5) 100% of parents received information regarding at least one college planning topic.

Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Indicator Score: Parent Access to Full Information

The *Parent Access to Full Information* indicator score represents the percentage of parents who received information about each college planning topics (i.e., college entrance requirements, financial assistance, and required coursework) using a 5-point scale: (1) 20% of parents, (2) 40% of parents, (3) 60% of parents, (4) 80% of parents, and (5) 100% of parents received information about each topic. As presented in Figure 7.8, on average, only 14% of surveyed parents (0.68 overall) received information about each planning topic in 2009-10. Interestingly, the proportion of parents receiving *all* informational resources increased in 2009-10 from levels reported in 2008-09 (10%) despite the decrease in the proportion of parents reportedly receiving *some* information (Figure 7.9). This finding suggests that, although fewer parents received information in 2009-10, those who did were more likely to receive complete information. Similar to findings presented in Figure 7.7, a larger proportion of high school parents (18%) reported

receiving *full* information than middle school parents (9%), which, again, reflects the greater emphasis on college planning at the high school level. During site visit interviews and focus groups conducted in spring 2010, middle school respondents noted that they focused on introducing parents to college planning, while high school respondents said they addressed college planning topics in greater depth.

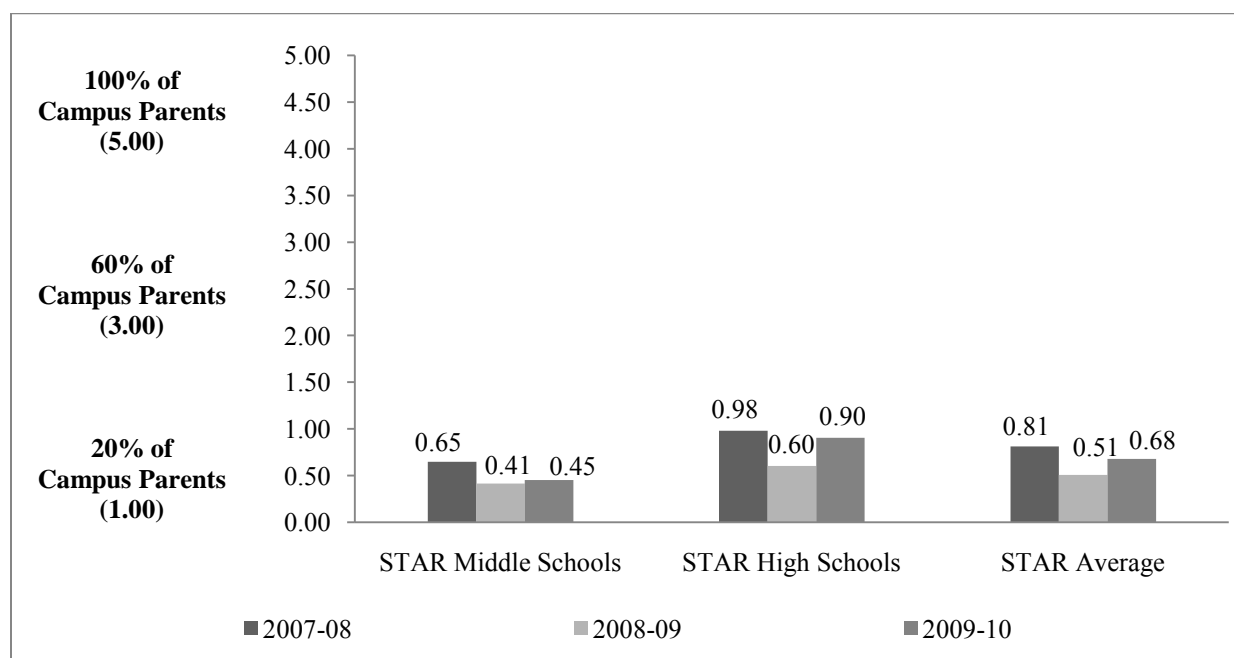


Figure 7.8. Average STAR scores for Parents Access to Full Information, as a mean by year: 2007-08 through 2009-10.

Source: STAR Parent Survey, spring 2008, spring 2009, and spring 2010.

Notes. Responses are reported using a 5-point scale: (1) 20% of parents, (2) 40% of parents, (3) 60% of parents, (4) 80% of parents, and (5) 100% of parents received information regarding all three college planning topics. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Indicator Score: Parent Awareness of GEAR UP/STAR

The spring surveys also asked parents about their familiarity with the GEAR UP/STAR program (*Parent Awareness of GEAR UP/STAR*). Indicator scores are presented using a 5-point scale: *not familiar at all* (1.00-1.25), *not very familiar* (1.26-2.50), *somewhat familiar* (2.51-3.75), and *very familiar* (3.76-5.00). As presented in Figure 7.9, on average, parents were *somewhat familiar* (2.69) with the GEAR UP/STAR program in 2009-10. Findings indicate that parents at STAR high schools (2.73) were more familiar with the program than middle school parents (2.65). This may be due to the progression of the initial STAR student cohort to high school campuses. While the middle school *Awareness* scores remained fairly constant across 3 implementation years, high school scores increased in 2009-10.

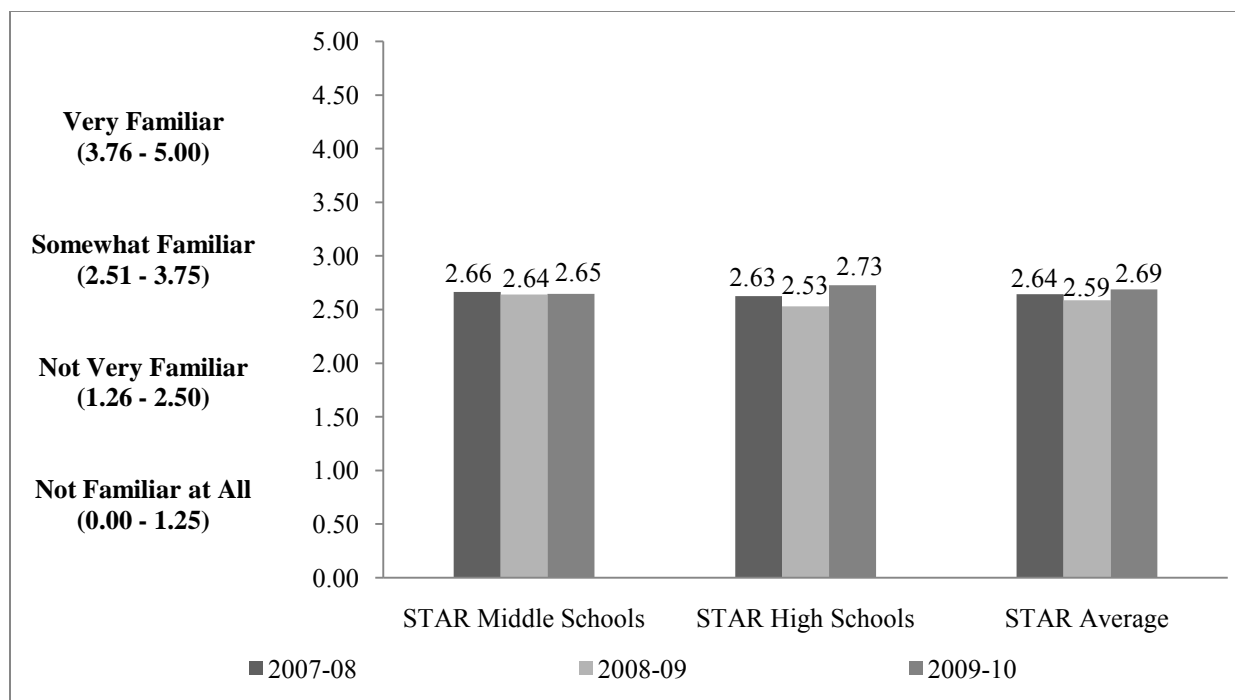


Figure 7.9. Average STAR scores for Parent Awareness of GEAR UP/STAR, as a mean by year: 2007-08 through 2009-10.

Source: STAR Parent Survey, spring 2008, spring 2009, and spring 2010.

Notes. Responses are reported using a 5-point scale: *not familiar at all* (0.00-1.25), *not very familiar* (1.26-2.50), *somewhat familiar* (2.51-3.75), and *very familiar* (3.76-5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Supporting Component Score: Parent Access to Information

The supporting component score for *Parent Access to Information* is the average of campuses' *Parent Access to Partial Information*, *Parent Access to Full Information*, and *Parent Awareness of GEAR UP/STAR* scores. Findings presented in Figure 7.10 indicate that STAR schools earned an overall *Parent Access to Information* score of 1.67, or STAR schools *partially* implemented activities and services designed to increase parents' access to postsecondary planning information. STAR middle schools earned lower *Parent Access to Information* scores with each implementation year, which likely reflects a reduced focus on STAR since the initial cohort (seventh graders in 2006-07) has advanced to high school.

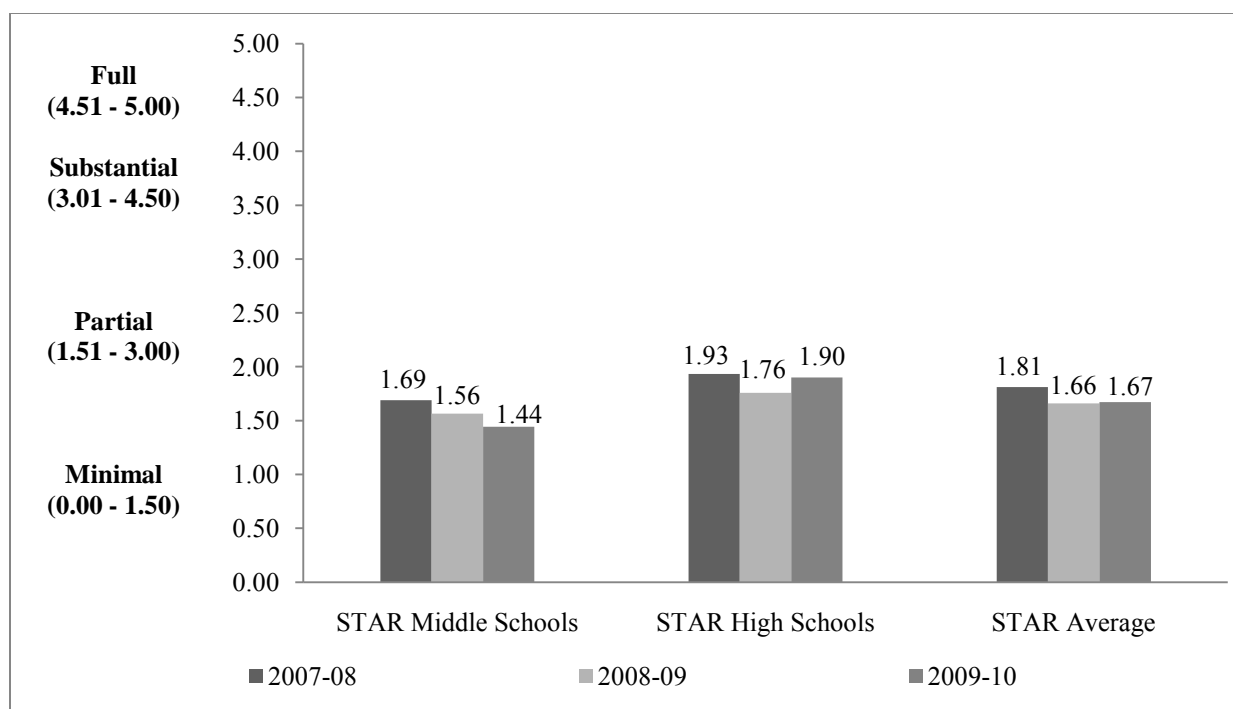


Figure 7.10. Supporting component scores: Parent Access to Information, as a mean by year: 2007-08 through 2009-10.

Source: STAR Parent Survey, spring 2008, spring 2009, and spring 2010.

Notes. Responses are reported using a 5-point scale: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full implementation* (4.51 – 5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

CORE COMPONENT SCORE: INCREASING STUDENT AND PARENT ACCESS TO INFORMATION

The core component score for *Increasing Parent and Student Access to Information* is the average of campuses' supporting component scores for (1) *Student Access to Information* and (2) *Parent Access to Information*. Because *Student Informational Activities* data were not collected in 2007-08, scores for that year are not included in the analysis. As presented in Figure 7.11, STAR campuses had an overall, average score of 2.21 for the 2009-10 school year, which indicates that schools *partially* implemented services designed to provide postsecondary planning information to students and parents. STAR high schools earned higher component scores (2.43 overall) than STAR middle schools (1.98), which is not surprising given the relevance of postsecondary planning at the high school level. Consistent with findings reported throughout this evaluation, middle schools' *Increasing Parent and Student Access to Information* scores decreased in 2009-10 relative to 2008-09 (1.98 vs. 2.09), which likely reflects a reduced emphasis on STAR implementation at middle schools as the program and its associated funding has expanded to include high schools.

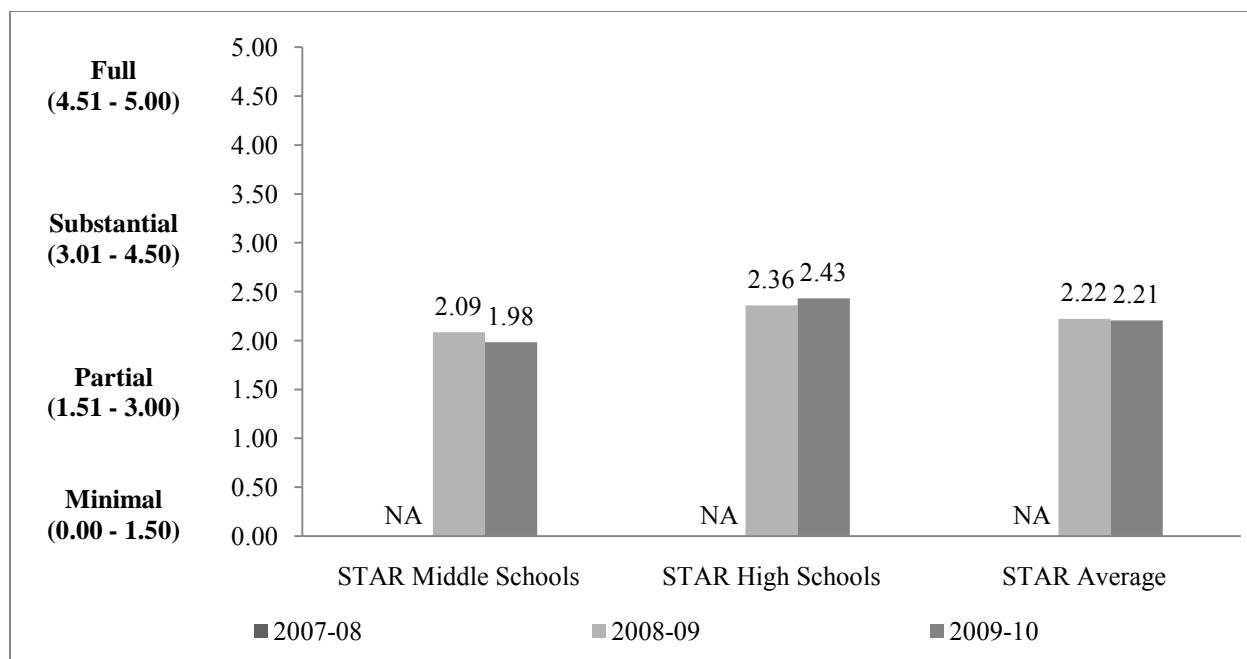


Figure 7.11. Core component score: Increasing Student and Parent Access to Information, as a mean by year: 2007-08 through 2009-10.

Sources: STAR Middle School and High School Student Surveys, spring 2008, spring 2009, and spring 2010; STAR Parent Survey, spring 2008, spring 2009, and spring 2010; Pre-College Outreach Center (POC) Summer Program Attendance Data, 2009 and 2010.

Notes. POC began implementing summer programs in summer 2009, so 2007-08 data is not available. Responses are reported using a 5-point scale: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

The Educational Aspirations of Parents and Students at STAR Campuses

The evaluation's spring surveys asked students what level of education they expected to achieve and asked parents the level of education they expected their child to achieve. Table 7.8 presents students' responses, and Table 7.9 presents parents' responses. In spite of their limited information about postsecondary opportunities, results indicate that in 2009-10 most surveyed students expected to earn a bachelor's degree or a graduate degree (67% of middle school students and 64% of high school students), and that the percentages of students aspiring to at least a bachelor's degree has increased across evaluation years.

Table 7.8 STAR Students' Educational Aspirations as a Percentage: 2007-08 Through 2009-10

Educational Aspiration	Middle School ^a			High School ^b		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Less than high school	1.1%	1.0%	0.9%	0.3%	0.3%	0.4%
High school	4.8%	4.7%	4.0%	5.5%	6.1%	5.1%
High school plus vocational	1.1%	1.8%	2.0%	2.4%	2.0%	1.7%
Some college	5.7%	5.6%	4.7%	6.1%	8.0%	9.3%
Associate's degree	5.1%	4.3%	4.9%	9.4%	6.1%	5.9%
Bachelor's degree	23.7%	24.6%	29.0%	32.8%	32.9%	33.3%
Graduate or professional degree	36.5%	35.3%	37.6%	26.6%	28.4%	30.3%
Don't know	22.0%	22.6%	16.7%	16.9%	16.3%	13.9%

Source: STAR Middle School and High School Student Surveys, spring 2008, spring 2009, and spring 2010.

^a2007-08 (N=1,940); 2008-09 (N=1,887); 2009-10 (N=1,521)

^b2007-08 (N=3,371); 2008-09 (N=2,991); 2009-10 (N=3,075)

Most parents surveyed in 2009-10 also expected their children to obtain a bachelor's, or 4-year degree, and percentages in are roughly similar across parents of middle school and high school students (67% vs. 69%). However, the percentage of middle school parents expecting their children to achieve a bachelor's degree has decreased across years, while the percentage of high school parents expecting a bachelor's degree has decreased. Notably, the decrease/increase in the percentage of parents' expecting a bachelor's degree is offset corresponding increase/decrease in the percentage of parents expecting their children to obtain some college. For example, a smaller percentage of middle school parents expect their child to complete a 4-year college, but a larger percentage expects their child to complete at least some college.

Table 7.9. Parents' Educational Aspirations for Their Children as a Percentage: 2007-08 Through 2009-10

Educational Aspiration	Middle School Parents ^a			High School Parents ^b		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Less than high school	0.0%	0.4%	0.4%	2.0%	0.9%	0.0%
High school	8.5%	9.8%	6.9%	9.0%	8.3%	8.3%
Some college	13.2%	15.0%	19.7%	20.0%	21.8%	18.3%
4-year degree	70.5%	69.2%	67.4%	64.0%	66.3%	69.3%
Don't know	7.8%	5.6%	5.6%	6.0%	2.8%	4.1%

Source: STAR Parent Survey, spring 2008, spring 2009, and spring 2010.

^a 2007-08 (N=281); 2008-09 (N=234); 2009-10 (N=233)

^b 2007-08 (N=528); 2008-09 (N=436); 2009-10 (N=436)

SUMMARY

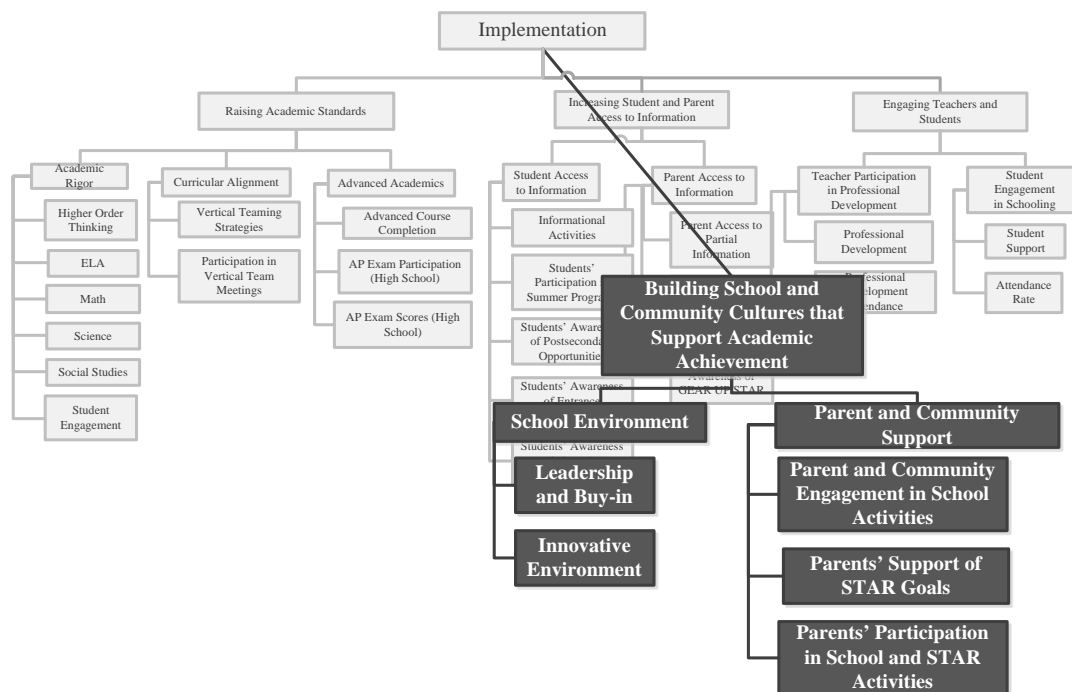
STAR districts *partially* implemented activities and services designed to increase student and parent access to postsecondary planning information in 2009-10. Students and parents generally lacked awareness of the processes and planning required for participating in postsecondary education. While middle schools' lower component scores may reflect the greater relevance of postsecondary planning at the high school level, the decline in middle school scores across implementation years suggests that middle schools have reduced their implementation when the initial STAR cohort (seventh graders in 2006-07) progressed on to high school in 2008-09.

CHAPTER 8

BUILDING SCHOOL AND COMMUNITY CULTURES THAT SUPPORT ACADEMIC ACHIEVEMENT

Building school and community support for increased academic achievement is a core component of STAR implementation. STAR campuses seek to develop environments that foster postsecondary goals and to engage parents and the larger community in building college-going cultures. In measuring school and community support for STAR, the evaluation considers the environment of STAR campuses (*School Environment*), including buy-in for project goals and support for innovation. In addition, the evaluation examines *Parent and Community Support*, including parent support for students' academic goals. Exhibit 8.1 illustrates the structure of this analysis and its place within the larger context of STAR implementation. More information about core components, supporting components, and indicators is included in Appendix G.

Exhibit 8.1



DATA SOURCES: SCHOOL AND COMMUNITY CULTURES

The evaluation's measurement of school and community culture relies on data collected through (1) spring 2010 surveys of teachers on STAR campuses and (2) spring 2010 surveys of STAR parents. See Appendix G for more information on the measurement of the *School Environment* and *Parent and Community Support* supporting components. In addition, the discussion includes qualitative data collected through interviews with administrators and counselors, as well as focus group discussions with teachers conducted during spring 2010 site visits to STAR campuses. The sections that follow discuss the evaluation's approach to measuring school and community cultures that support school and STAR initiatives and provide measures of the degree to which positive school and community cultures were

present in 2009-10. Results are presented for middle schools, high schools, and all STAR campuses across three implementation years (2007-08, 2008-09, and 2009-10).

MEASURING THE SCHOOL ENVIRONMENT

As presented in Exhibit 8.1, the evaluation considers two indicators—(1) *Leadership and Buy-in* and (2) *Innovative Environment*—in measuring STAR school environments. Both indicators rely on teachers' levels of agreement with spring survey items that used the following 5-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *unsure*, (4) *agree*, or (5) *strongly agree*. Responses are averaged at the teacher level and then at the school level to create a score for each campus. The figures included in the following sections present campus scores averaged across middle schools, high schools, and for all STAR campuses.

Indicator Score: Leadership and Buy-In

Each year, teachers on STAR campuses indicate their level of agreement with statements addressing the level of *Leadership and Buy-In* for STAR implementation, including whether principals communicate STAR goals and establish clear expectations for students' academic outcomes, as well as whether principals and teachers support vertical teaming efforts. As presented in Figure 8.1, teachers generally *agreed* (3.66 overall) that staff were committed to implementing STAR in 2009-10 and that school leadership supported implementation efforts. However, levels of agreement in 2009-10 were somewhat lower than in previous evaluation years, which may be a reflection of high levels of administrative turnover across STAR districts during the 2009-10 school year.

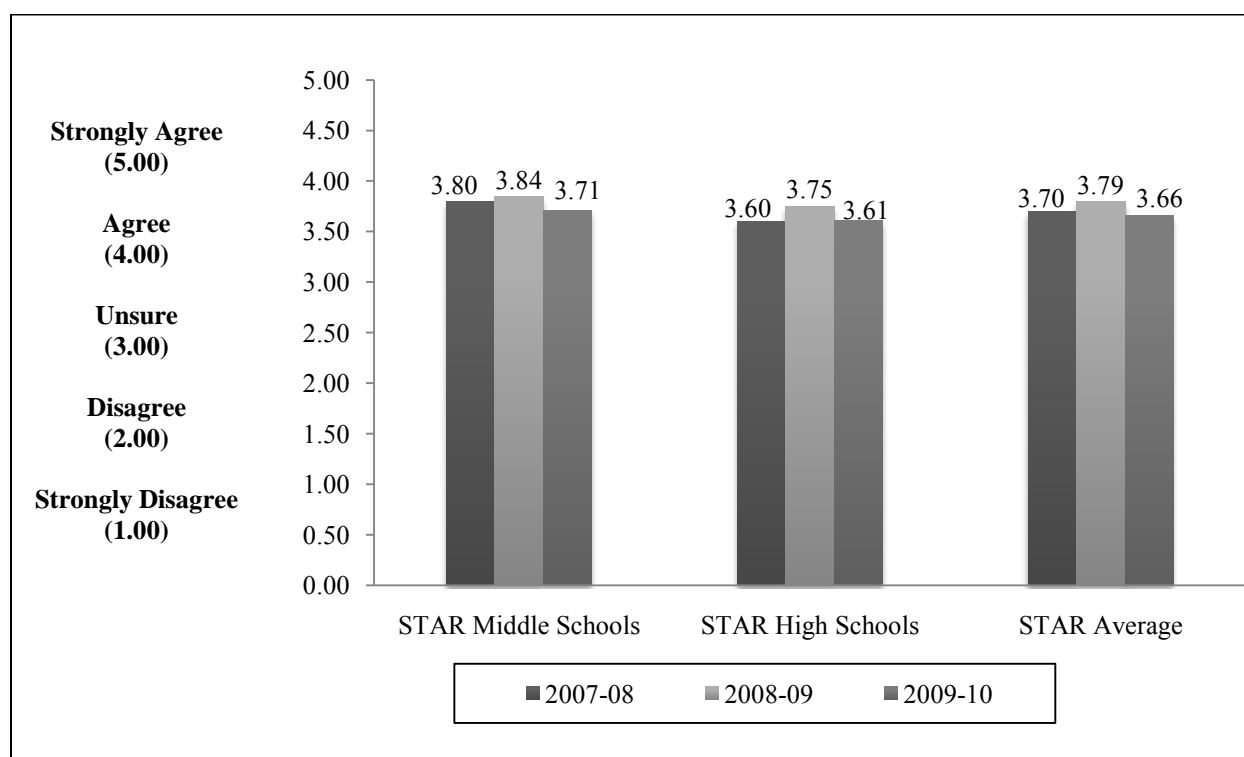


Figure 8.1. Average STAR scores for Leadership and Buy-In as a mean by year: 2007-08 through 2009-10.

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2008, spring 2009, and spring 2010.

Notes. Scores are reported using a 5-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *unsure*, (4) *agree*, or (5) *strongly agree*. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Districts with strong *Leadership and Buy-In* scores were characterized by strong administrators who clearly understood their districts' strengths and challenges in implementing STAR. In these districts, administrators were aware of barriers to implementation and developed strategies to address ongoing challenges. An administrator in such a district expressed the need to establish a strong vision for school change:

The kind of change that we envision for opportunities for students is so grand compared to where we are. There's such a sense of urgency because...if we have to wait 10 years to get there, we have a lot of kids that we'll lose. Given that that's our context, and...we continue to have issues with AYP [Adequate Yearly Progress]...we're having to create the plane as we fly it.

Weak Communication Limits Teacher Buy-In and Support

Many teachers participating in spring 2010 focus groups said lack of clear communication about STAR's goals and activities was the primary barrier to teacher buy-in and support. Some teachers said that they were not familiar with STAR and were unclear about their roles in the project. Other teachers had questions about the allocation of grant funding and how STAR resources could be used in the classroom. Across focus groups, teachers expressed interest in having more information about STAR as well as a greater role in planning and implementing the grant.

Indicator Score: Innovative Environments

In addition, teachers responding to spring surveys also indicated their level of agreement with statements about campuses' *Innovative Environments*, including whether staff were encouraged to attend professional development, implement new strategies, and take risks. As presented in Figure 8.2, teachers generally *agreed* (3.94 overall) that their campuses supported innovation, but to a somewhat lesser extent than levels reported in 2008-09 (3.98). The decline in overall agreement can be attributed to middle school responses (3.97), which represent lower levels of agreement than reported in 2008-09 (4.06). In contrast, scores for high school teachers remained largely unchanged across the 2008-09 (3.90) and 2009-10 (3.91) school years. The decline in middle schools' *Innovative Environment* scores may reflect challenges some middle school teachers experienced in attending professional development during the 2009-10 school year. As noted in previous chapters, training was tailored to individual districts in 2009-10, and professional development sessions were generally held on high school campuses. In some districts, middle school administrators were reluctant to allow teachers to attend trainings held at the high school because of concerns about lost instructional time, which may have negatively affected some teachers' perceptions of the support for innovation at their campuses.

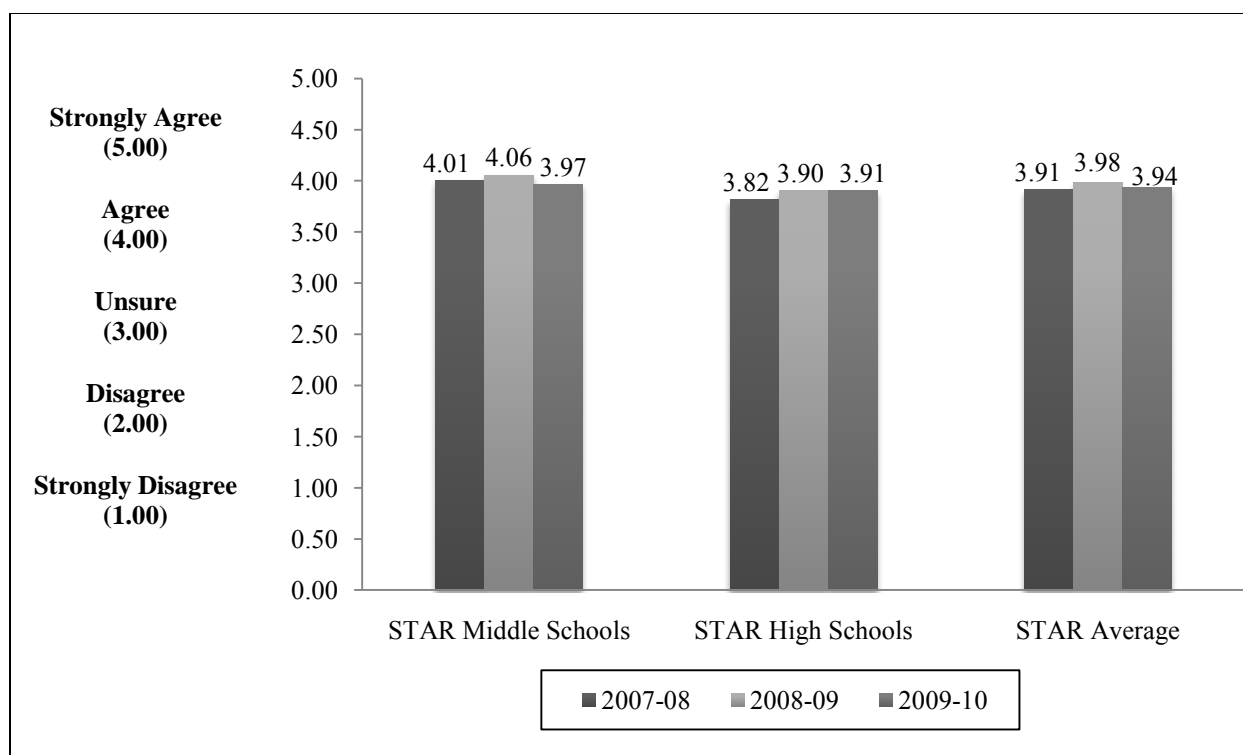


Figure 8.2. Average STAR scores for Innovative Environments as a mean by year: 2007-08 through 2009-10.

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2008, spring 2009, and spring 2010.

Notes. Scores are reported using a 5-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *unsure*, (4) *agree*, or (5) *strongly agree*. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Supporting Component Score: School Environment

The *School Environment* supporting component score is the average of campuses' (1) *Leadership and Buy-In* and (2) *Innovative Environments* indicator scores. STAR schools earned high *School Environment* scores (3.80 overall) in 2009-10, which indicates *substantial* buy-in and support for the STAR program during the project's fourth year. Across implementation years, middle schools tended to earn somewhat higher than high schools; however, both sets of schools had lower scores in 2009-10 than in 2008-09. As discussed earlier in this chapter, this trend is likely attributable to high rates of administrative turnover across STAR districts during the 2009-10 school year.

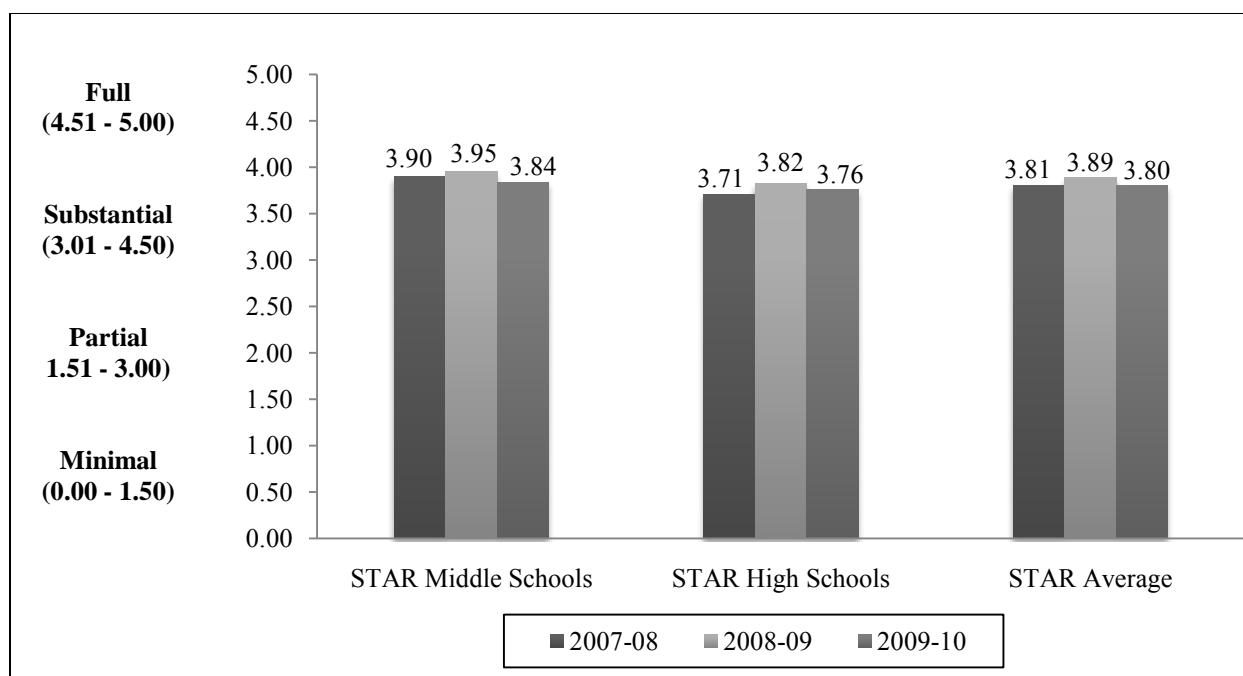


Figure 8.3. Supporting component scores: School Environment as a mean by year: 2007-08 through 2009-10.

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2008, spring 2009, and spring 2010.

Notes. Scores are reported using a 5-point scale: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

MEASURING PARENT AND COMMUNITY SUPPORT

As presented in Exhibit 8.1, the evaluation considers three items when measuring parent and community support for STAR school initiatives: (1) *Parent and Community Engagement in School Activities*, (2) *Parents' Support of STAR Goals at Home*, and (3) *Parents' Participation in School and STAR Activities*. The sections that follow present information about each indicator of parent and community support and the overall score for the *Parent and Community Support* component of STAR implementation.

Indicator Score: Parent and Community Engagement in School Activities

In measuring *Parent and Community Engagement in School Activities*, the evaluation's spring teacher surveys asked respondents to rate their level of agreement with statements asking about parents' and community members' awareness of GEAR UP activities, opportunities for involvement in school activities, and support for college readiness goals using a 5-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *unsure*, (4) *agree*, or (5) *strongly agree*. As in the previous chapter section, responses are averaged at the teacher level and then at the school level to create a score for each campus. Figure 8.4 presents campus scores averaged across middle schools, high schools, and for all STAR campuses.

On average, teachers were *unsure* (3.44 overall) if parents and communities were engaged in school activities during the 2009-10 school year. The decline in scores across the 2008-09 (3.65 overall) and 2009-10 school years may indicate that STAR schools prioritized other program components over parent and community engagement activities during the project's fourth year.

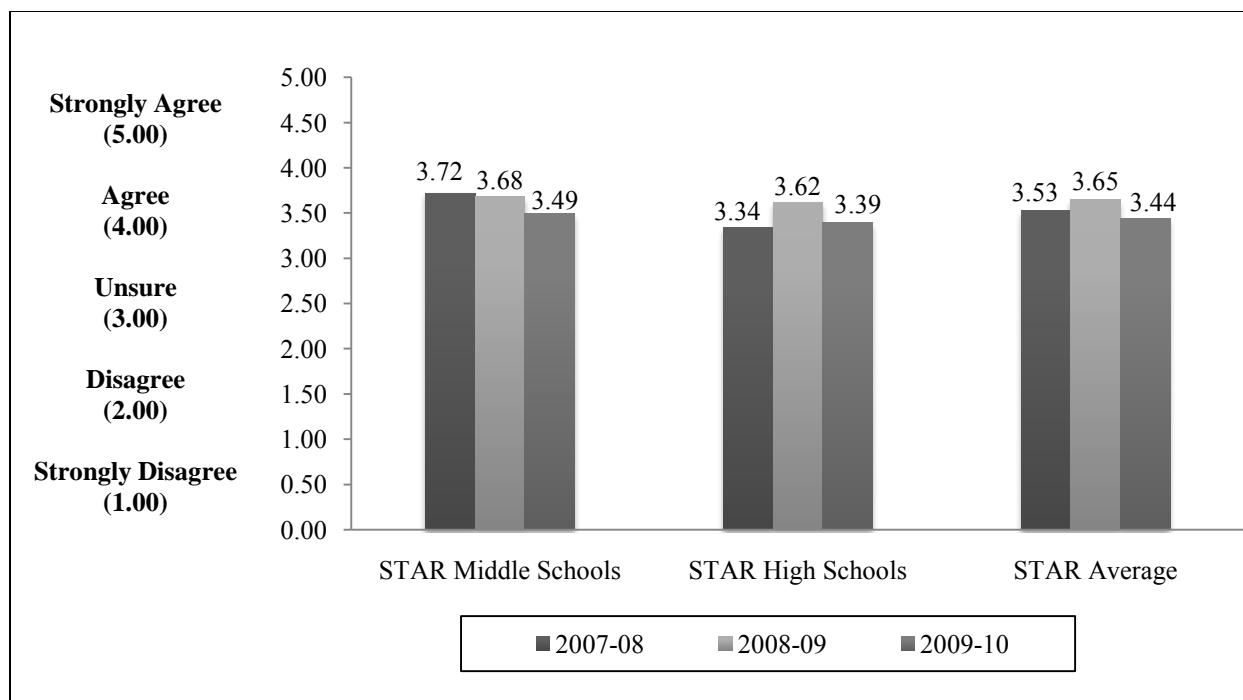


Figure 8.4. Average STAR scores for Parent and Community Engagement in School Activities as a mean by year: 2007-08 through 2009-10.

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2008, spring 2009, and spring 2010.

Notes. Responses are reported using a 5-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *unsure*, (4) *agree*, or (5) *strongly agree*. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Indicator Score: Parents' Support of STAR Goals at Home

The indicator score for *Parents' Support of STAR Goals at Home* is measured using results from spring parent surveys. The parent survey asks respondents about the frequency with which they participate in home activities that support STAR goals. Such activities include providing tutoring, talking about college, and selecting appropriate coursework, and so on. Parents indicate the frequency of their participation using a 4-point scale: (1) *never*, (2) *several times a month*, (3) *several times a week*, or (4) *every day*. Responses are converted to a 5-point scale to align with other measures of implementation. The converted 5-point scale roughly approximates survey responses and includes: *never* (0.00-1.25), *several times a month* (1.26-2.50), *several times a week* (2.51-3.75), and *every day* (3.76-5.00). (See Appendix G for the specific survey items.)

Figure 8.5 presents *Parents' Support of STAR Goals at Home* scores disaggregated by school type and for all STAR campuses. Results indicate that parents generally provided support for most activities *several times a week* (3.48 overall) in 2009-10. In contrast to teachers' responses (see Figure 8.4), 2009-10 scores indicate an increase in parental support of STAR goals relative to 2008-09 scores (3.35 overall). In some districts, staff noted a "cultural shift" during the 2009-10 implementation year, indicating that parents provided greater support for students. Site visit interview participants reported that parents' expectations had increased and that more parents were focused on postsecondary educational opportunities for their students. As one high school counselor commented, "I believe more now than before that parents are in agreement with us [that their children will attend postsecondary opportunities]."

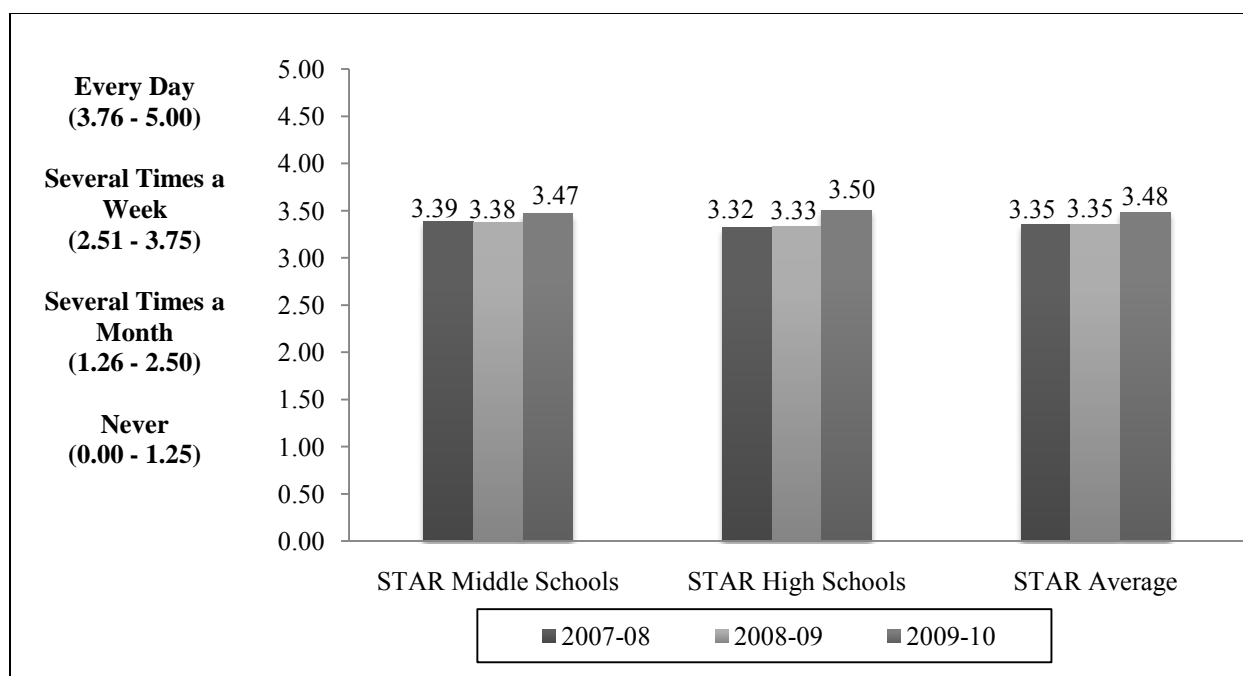


Figure 8.5. Average STAR scores for Parents' Support of STAR Goals at Home as a mean by year: 2007-08 through 2009-10.

Sources: STAR Parent Survey, spring 2008, spring 2009, and spring 2010.

Notes. Responses are reported using a 5-point scale: *never* (0.00-1.25), *several times a month* (1.26-2.50), *several times a week* (2.51-3.75), and *every day* (3.76-5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

Indicator Score: Parents' Participation in School and STAR Activities

The evaluation also measures *Parents' Participation in School and STAR Activities* using parents' responses to spring surveys. The survey asks parents whether they have participated in a range of school activities, such as parent-teacher conferences, PTA events, and meetings with school staff (e.g., counselors) to plan their student's education. Using responses, researchers found the percentage of parents at each campus that had attended at least five school activities and converted the percentages to a 5-point scale relative to the STAR goal of 50%: (1) 10%, (2) 20%, (3) 30%, (4) 40%, and (5) 50% of parents attended five or more activities. See Appendix F for more detailed information about the STAR goals).

Figure 8.6 presents scores for *Parents' Participation in School and STAR Activities* across 3 years. In comparison to previous evaluation years, average scores for *Parents' Participation in School and STAR Activities* decreased in 2009-10 (42% vs. 49% in 2008-09). The decline may be attributed to changes in STAR implementation across some districts in the project's fourth year. For example, one STAR coordinator explained that the district shifted its focus from increasing parental involvement to increasing parental outreach. "We were sending out flyers. We were inviting people to come to us. That was not working," explained the coordinator. "So, now we need to find ways to go to them." Participants in spring 2010 interviews in several campuses said their districts placed greater emphasis on STAR implementation activities designed to increase rigorous instruction and gave less priority to activities designed to involve parents in schools during the 2009-10 school year.

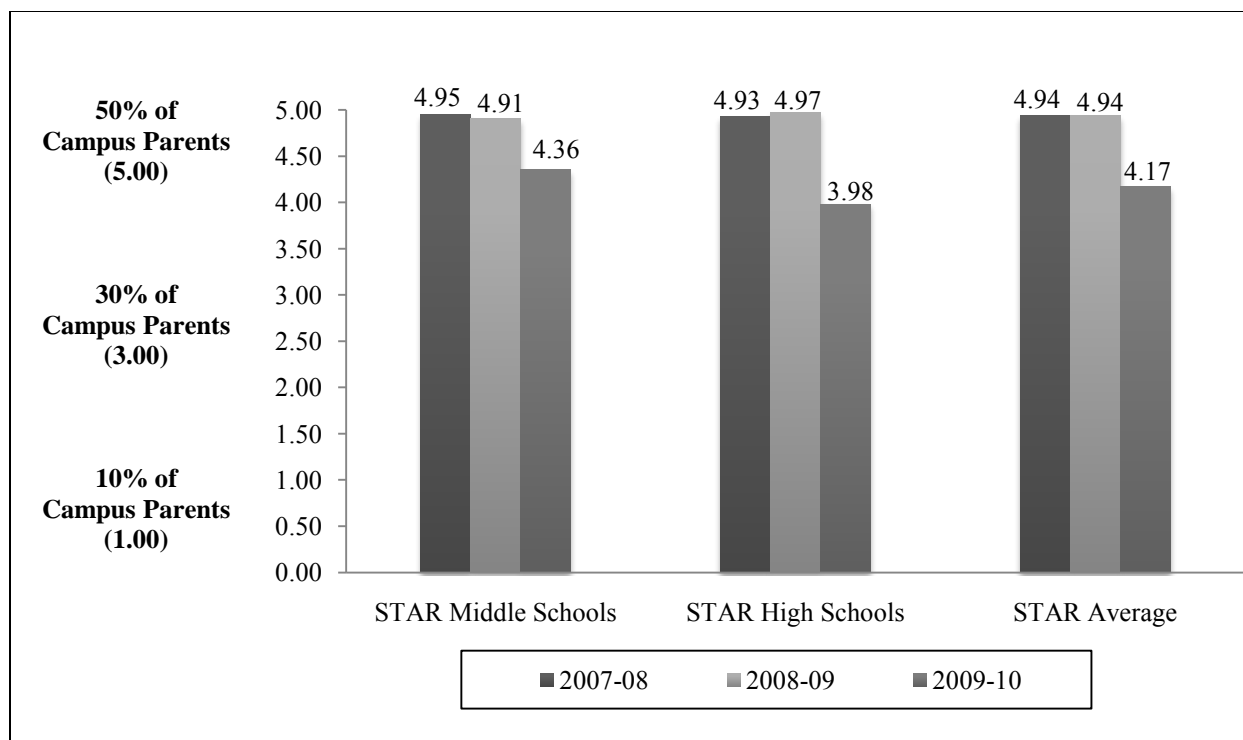


Figure 8.6. Average STAR scores for Parents' Participation in School and STAR Activities as a mean by year: 2007-08 through 2009-10.

Sources: STAR Parent Survey, spring 2008, spring 2009, and spring 2010.

Notes. Responses are reported using a 5-point scale: (1) 10%, (2) 20%, (3) 30%, (4) 40%, and (5) 50% of parents attended five or more activities. Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

An Increased Focus on Parent Outreach in STAR Districts

Recognizing that few parents attend most school functions, several districts focused on increasing parent outreach instead of parent involvement in 2009-10 and in their ongoing implementation efforts. These districts focused on reaching out to parents at extra-curricular events and through innovative programs including conducting home visits, developing a parent mentorship initiative, and creating a mobile GEAR UP unit.

Focus on GEAR UP at extra-curricular events. *Administrators in most STAR districts recognized that parent and community members consistently attended non-academic school activities, such as extra-curricular sports events, while participation at academic events, such as showcases, report card nights, and GEAR UP informational meetings remained low. As a means to increase engagement in academic events, administrators combined some academic and extra-curricular activities. For example, some districts provided parents with information about academic planning at fine arts programs, such as band and mariachi performances, and many districts combined GEAR UP informational activities with athletic events. Districts set up booths at football games with the goal of promoting GEAR UP services and answering parents' questions. A high school principal explained, "Everybody loves that, because we take it [information] to them and the parents are more than glad to [participate]." Several districts hosted GEAR UP "Tailgate Parties" that provided refreshments and GEAR UP information before home football games.*

Home visits. *Several districts conducted home visits in which school staff met with parents in their homes to discuss college course selection, the importance of attendance and academic achievement, college entrance requirements, financial aid, and career planning. Conversations were tailored to individual students' academic interests and needs and provided parents with detailed planning information.*

Parent mentors. *One district will introduce a parent mentoring program during the 2010-11 school year, which administrators described as a way to get parents "authentically involved" in academic planning. Administrators have identified parent volunteers who already had children enrolled in college to serve as "parent mentors." The mentors will coordinate meetings with other parents and facilitate discussions of college entrance requirements and postsecondary planning information. Mentors also will share advice and personal anecdotes about children leaving home to attend college for the first time.*

Mobilizing GEAR UP. *In an effort to make GEAR UP "more visible," one STAR district will adapt a school bus to create a mobile GEAR UP unit that can provide academic and postsecondary planning information to parents at any community location. The bus will house computers on which parents will be able to look at their child's grades and research for college information and will include counselors and other staff who will assist parents with college planning. The district also plans to create permanent GEAR UP centers in local businesses, such as the community grocery store and Wal-Mart. The centers will be staffed by GEAR UP representatives and will provide computer carrels that will enable parents to access school and postsecondary planning information.*

Supporting Component Score: Parent and Community Support

Parent and Community Support supporting component scores are the average of campuses' (1) *Parent and Community Engagement in School Activities*, (2) *Parents' Support of STAR Goals at Home*, and (3) *Parents' Participation in School and STAR Activities* scores. As presented in Figure 8.7, STAR campuses earned relatively high *Parent and Community Support* scores (3.70 overall), which indicates *substantial* support from parents and the local community for STAR initiatives. However, across both middle schools and high schools, scores dropped somewhat in 2009-10 relative to previous years, which likely reflects an increased emphasis on improving students' academic preparation rather than increasing parent and community involvement in district's implementation strategies.

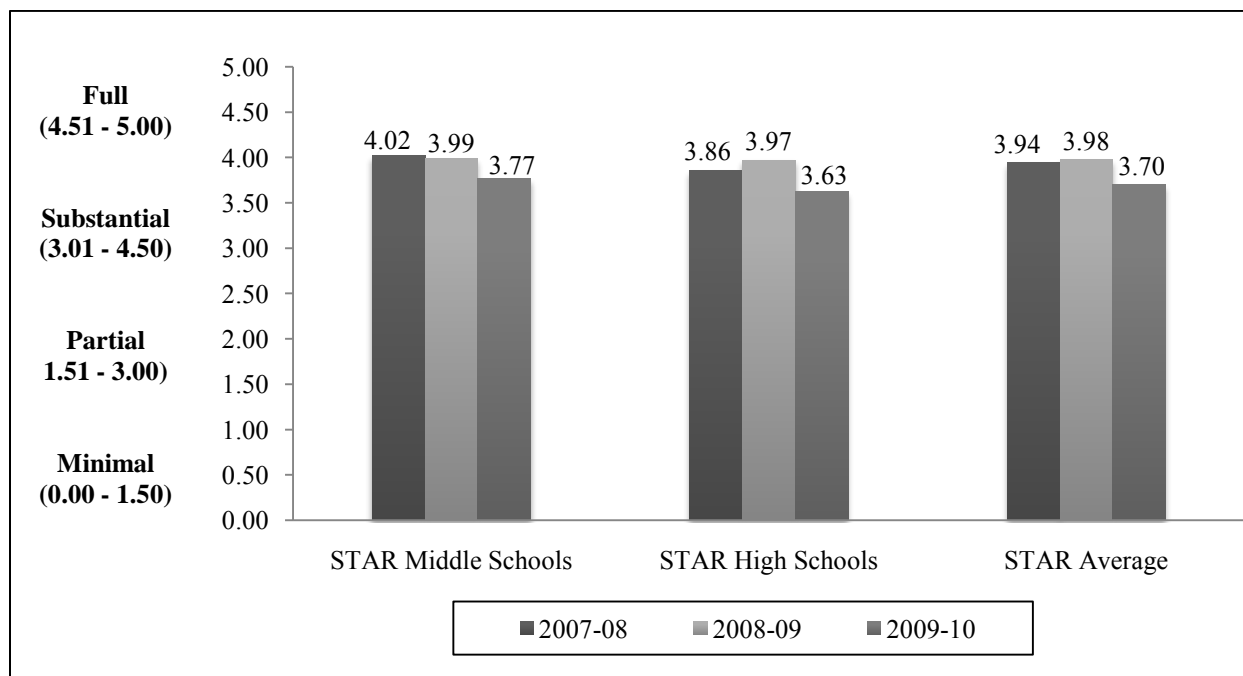


Figure 8.7. Supporting component scores: Parent and Community Support as a mean by year: 2007-08 through 2009-10.

Sources: STAR Teacher, Counselor, and Librarian Survey, spring 2008, spring 2009, and spring 2010; STAR Parent Survey, spring 2008, spring 2009, and spring 2010.

Notes. Responses are reported using a 5-point scale: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

CORE COMPONENT SCORE: BUILDING SCHOOL AND COMMUNITY CULTURES THAT SUPPORT ACADEMIC ACHIEVEMENT

The core component score *Building School and Community Cultures that Support Academic Achievement* is derived from the average of campuses' (1) *School Environment* and (2) *Parent and Community Support* supporting component scores (see Exhibit 8.1). As presented in Figure 8.8, campuses implemented activities and services designed to *Build School and Community Cultures that Support Academic Achievement* a *substantial* level in 2009-10 (3.75 overall). STAR campuses earned slightly lower scores in 2009-10 relative to 2008-09 (3.93 overall). As previously noted, this is likely due to the tendency of some administrators to prioritize STAR's academic components over its school culture components during the project's fourth implementation year.

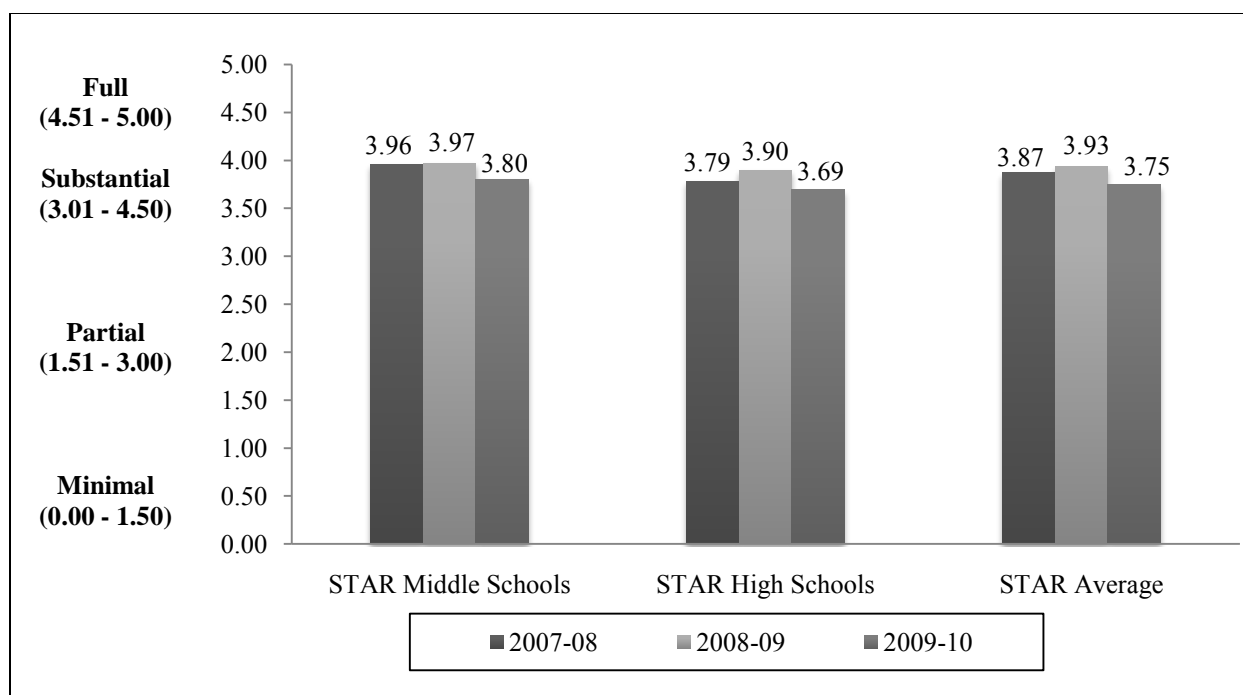


Figure 8.8. Core component scores: Building School and Community Cultures that Support Academic Achievement as a mean by year: 2007-08 through 2009-10.

Source: STAR Teacher, Counselor, and Librarian Survey, spring 2008, spring 2009, and spring 2010; STAR Parent Survey, spring 2008, spring 2009, and spring 2010.

Note. Responses are reported using a 5-point scale: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

SUMMARY

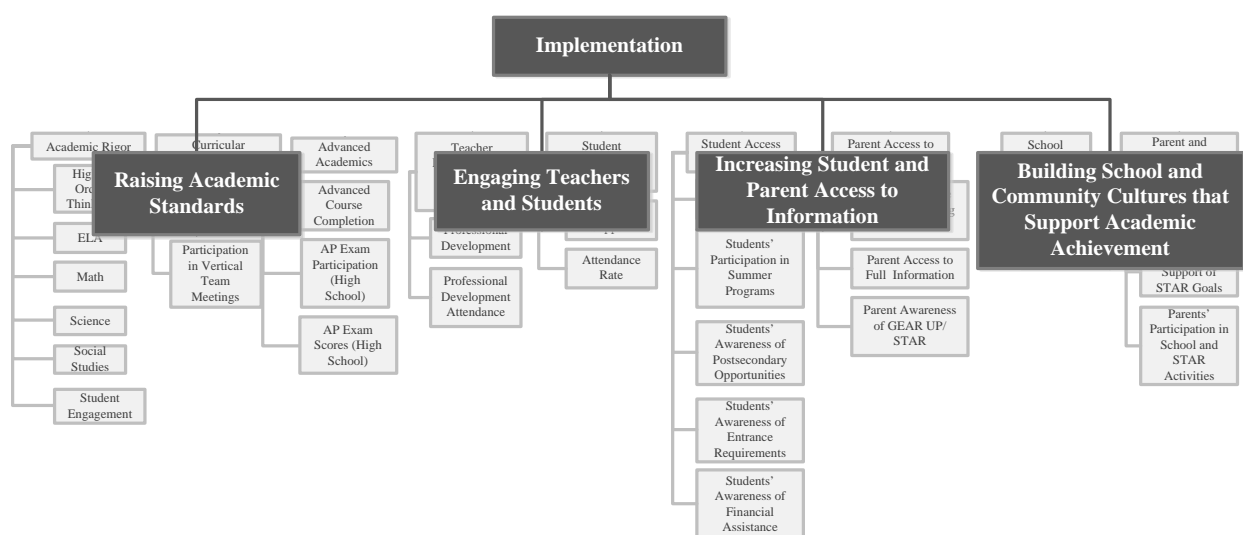
STAR schools *substantially* implemented activities and services designed to build school and community cultures that supported academic goals. However, implementation scores declined in 2009-10 as compared to previous years. This finding likely reflects changes in implementation in most STAR districts, which tended to prioritize increasing students' academic outcomes over parent involvement. In spite of the emphasis on student achievement, most districts were successful in developing school environments characterized by buy-in and support for STAR goals. In these districts, administrators actively involved teachers in grant planning and encouraged "ownership" of STAR implementation. Administrators sought to align the program to their campus and district needs, and accepted implementation challenges as opportunities for growth. In contrast, districts that struggled to gain buy-in for STAR experienced challenges created by administrative turnover, and administrators in some districts viewed STAR as a conflicting priority which competed for time and resources with district initiatives, such as TAKS instruction.

CHAPTER 9

IMPLEMENTATION SCORES

Ultimately, STAR campuses earn aggregate implementation scores derived from the average of their scores for each of STAR’s four core components: (1) *Raising Academic Standards*, (2) *Engaging Teachers and Students*, (3) *Increasing Student and Parent Access to Information*, and (4) *Building School and Community Cultures that Support Academic Achievement* (see Exhibit 9.1). *Implementation* scores are designed to provide an overall measure of districts’ progress in implementing the STAR program, and in combination with scores for core components, supporting components, and indicators, to allow districts to gauge their areas of strength and weakness and develop strategies for ongoing implementation.

Exhibit 9.1



CORE COMPONENT SCORES

Figure 9.1 presents the average core component scores for each of STAR’s program components (*Raising Academic Standards*, *Engaging Teachers and Students*, *Increasing Student and Parent Access to Information*, and *Building School and Community Cultures that Support Academic Achievement*) across implementation years (2007-08, 2008-09, and 2009-10). As noted in chapter 4, measurement of STAR implementation began in the project’s second year (2007-08) because the short timeline available for 2006-07 implementation¹⁴ precluded STAR districts from fully addressing most program components during the project’s first year. Also, the approach to measuring implementation has expanded across evaluation years, and some items were added to 2009-10 surveys in order to gain a more refined understanding of districts’ implementation efforts with respect to the *Raising Academic Standards* and *Engaging Teachers and Students* program components. The addition of these items has improved researcher’s ability to assess schools’ progress; however, the lack of these data prior to the 2009-10 implementation year limits their ability to make comparisons to previous years. Similarly, *Increasing Student and Parent Access to Information* scores are not available for the 2007-08 evaluation year because of changes in how data for this component were collected in the early years of STAR.

¹⁴Most STAR districts did not receive their grant awards until November 2006, and did not fully begin implementing until spring 2007.

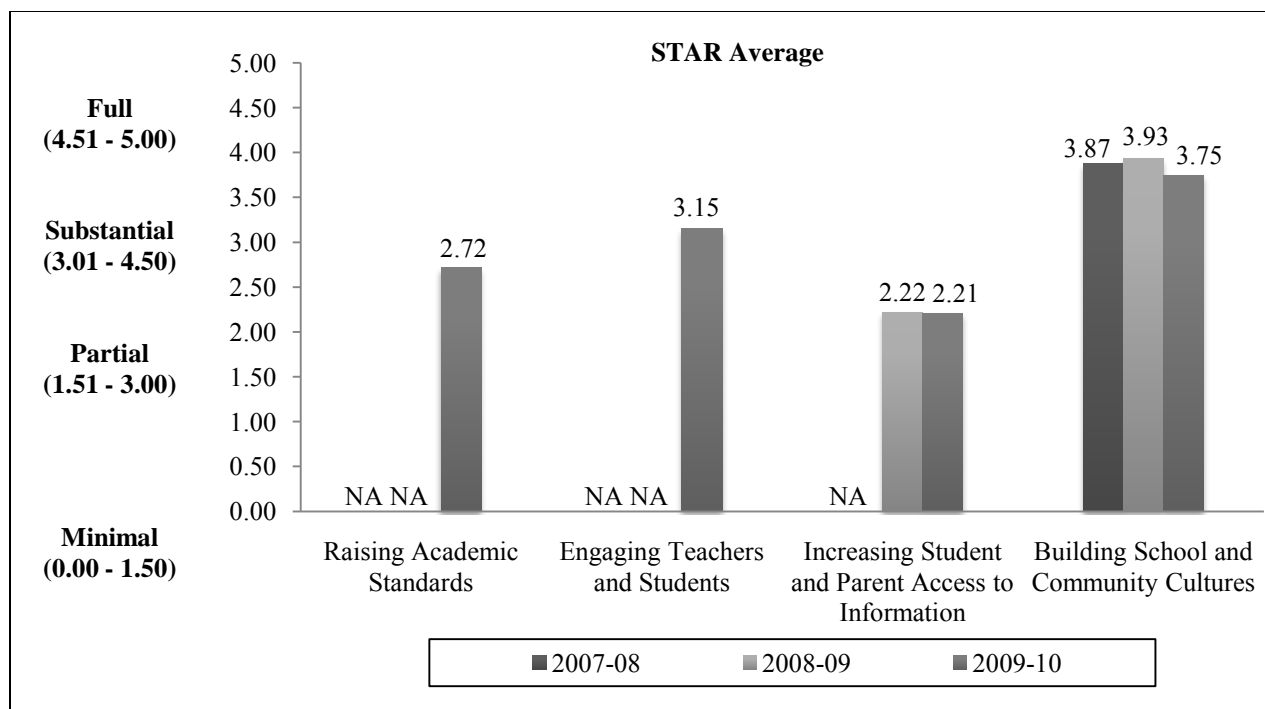


Figure 9.1. Aggregate component scores as a mean by year: 2007-08 through 2009-10.

Sources: STAR Classroom Observations, spring 2008, 2009, and 2010; STAR Teacher, Counselor, and Librarian Board Advanced Placement (AP) Examination Participation and Performance Overview Reports, 2006-07, 2007-08, and 2008-09; STAR Middle School and High School Student Surveys, spring 2008, 2009, and 2010; Pre-College Outreach Center (POC) Training Attendance Records, 2009-10; Public Education Information Management System (PEIMS) 2006-07, 2007-08, and 2008-09 attendance data; POC Summer Program Attendance Records, 2008-09, and 2009-10; STAR Parent Survey, spring 2008, 2009, and 2010.

Notes. NA=not applicable. Some data were not reported or collected across all evaluation years, so some scores cannot be aggregated across all years. Responses are reported using a 5-point scale: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

IMPLEMENTATION SCORES

Figure 9.2 presents overall *Implementation* scores, derived from an average of STAR campuses' scores for the four program components: *Raising Academic Standards*, *Engaging Teachers and Students*, *Increasing Student and Parent Access to Information*, and *Building School and Community Cultures that Support Academic Achievement*. Aggregate scores for 2007-08 and 2008-09 could not be computed because *Raising Academic Standards* and *Engaging Teachers and Students* scores were not available prior to 2009-10 and *Increasing Student and Parent Access to Information* scores were not available prior to 2008-09.

STAR schools earned a score of 2.96 overall during the project's fourth year, which indicates that schools approached *substantial* implementation levels in 2009-10. Although middle schools (2.95) and high schools (2.96) earned similar aggregate scores, trends noted throughout the report indicate that middle school implementation scores across program components have declined while high school scores have improved with each year of implementation. As discussed throughout this report, this trend is likely attributable to the movement of the initial STAR cohort to high school.

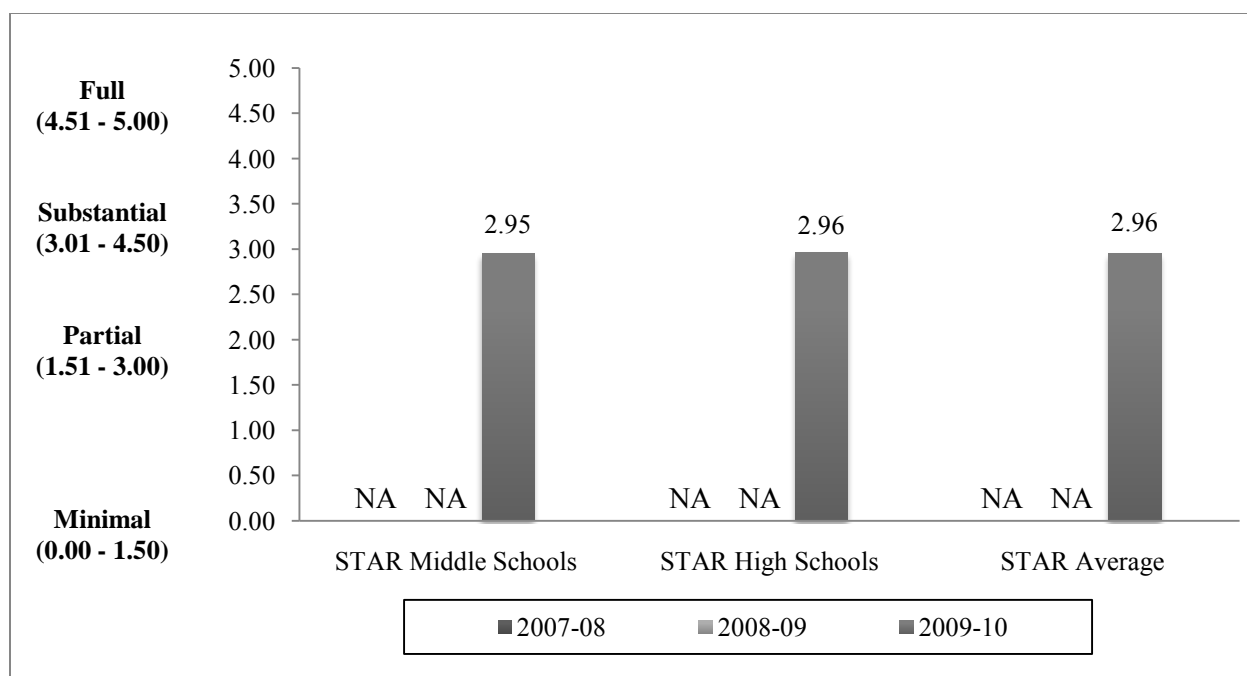


Figure 9.2. Aggregate implementation scores as a mean by year: 2007-08 through 2009-10.

Sources: STAR Classroom Observations, spring 2008, 2009, and 2010; STAR Teacher, Counselor, and Librarian Survey, spring 2008, 2009, and 2010; Texas Education Agency (TEA) Course Completion Records, 2006-07, 2007-08, and 2008-09; College Board Advanced Placement (AP) Examination Participation and Performance Overview Reports, 2006-07, 2007-08, and 2008-09; STAR Middle School and High School Student Surveys, spring 2008, 2009, and 2010; Pre-College Outreach Center (POC) Training Attendance Records, 2009-10; Public Education Information Management System (PEIMS) 2006-07, 2007-08, and 2008-09 attendance data; POC Summer Program Attendance Records, 2008-09 and 2009-10; STAR Parent Survey, spring 2008, 2009, and 2010.

Notes. Some data were not reported or collected across all years or the method of reporting changed across years, so some scores cannot be aggregated across all years. Responses are reported using a 5-point scale. Mean: Implementation Scores: *minimal* (0.00 – 1.50), *partial* (1.51 – 3.00), *substantial* (3.01 – 4.50), and *full* (4.51 – 5.00). Appendix G contains more information about each of the core components, supporting components, and indicators used in the measurement of STAR implementation.

SUMMARY

STAR campuses neared substantial levels of implementation during the 2009-10 school year. Comparisons of implementation across middle schools and high schools suggest that implementation at the middle school level has declined since the initial STAR cohort (seventh graders in 2006-07) moved to high school. In contrast, high schools' implementation levels have increased as more students are served by STAR.

CHAPTER 10

STAR PARTNER ORGANIZATIONS

As discussed in chapter 1, five partner organizations support STAR implementation in participating districts: (1) the POC at TAMU-CC, (2) Faculty Fellows, (3) College Board, (4) FACE, and (5) NHI. Project partners were selected because of their focus on preparing low-income and Hispanic students for postsecondary opportunities. During the 2009-10 school year, STAR partner organizations provided districts with more intensive and coordinated support and modified some services in order to meet specific district needs. A TEA representative explained:

We've changed College Board so that we're going in to the districts rather than having the districts come to us. We've changed FACE so that they're [district administrators] in complete control over how many sessions they get. We've changed NHI; they're [district administrators] in complete control over it [NHI implementation in districts]... The POC has changed the way they do things. They're doing more coaching onsite... Actually, we've changed *every* partner relationship [based on district needs.]

Despite modifications, most partners indicated that their services were not fully utilized during the project's fourth year.

DATA SOURCES

The following sections describe the activities partner organizations implemented during the 2009-10 school year, as well as districts' perceptions of services and implementation plans for 2010-11. The chapter relies on data collected through interviews with principals and counselors and focus group discussions with teachers conducted as part of site visits to the 12 STAR campuses in spring 2010; as well as phone interviews of partner organization representatives conducted in summer 2010.

PRE-COLLEGE OUTREACH CENTER (POC) AT TEXAS A&M UNIVERSITY-CORPUS CHRISTI (TAMU-CC)

The POC at TAMU-CC assists STAR districts with the implementation of the GEAR UP grant by supporting district planning, offering professional development designed to increase academic rigor, providing information about GEAR UP services and grant requirements, and organizing college tours, student leadership activities, and programs helping students transition from eighth to ninth grade. The POC also coordinates partner organizations' services and facilitates the Faculty Fellows educator mentoring program in STAR schools. During the 2008-09 school year, the POC introduced college access coordinators, or CACs, to work individually with campus administrators to provide ongoing support for STAR implementation and to provide individualized training at each STAR campus. "We really try to listen to what our districts need and then develop those plans accordingly," noted the POC director. Despite support efforts, the POC director noted that some districts remained resistant to STAR during the 2009-10 implementation year.

The Role of College Access Coordinators (CACs)

Coordinators who participated in spring 2010 focus group discussions said they were "overwhelmed" in their first year with STAR districts, but that they were able to provide greater support in 2009-10. They said their roles varied and depended on each district's capacity. For example, in districts with effective STAR implementation plans, CACs facilitated services and coordinated activities, but in less effective districts the coordinators worked with district staff to develop "intentional" implementation plans, designed activities based on campuses' specific needs, addressed ongoing implementation challenges, and

monitored district progress toward grant goals. Coordinators also said they attended professional development activities with teachers, conducted classroom observations, ensured communication about STAR activities in other districts, and coordinated partner services with districts. Coordinators said their presence required districts to be more accountable and ensured greater compliance with grant requirements.

Districts' Perceptions of the POC

During spring 2010 interviews, district staff expressed appreciation for the supportive role the POC plays in STAR implementation. One high school counselor described the POC as the partner with the greatest role in implementing STAR, noting "their [POC] role in the whole project is huge." A counselor in another district agreed, describing the POC director's role:

[The POC director is] the one that has actually helped us a lot in implementing everything that has to do with GEAR UP. [The director] makes sure all our services are going through smoothly. [The representative] provides training for [administrators and counselors] on how to get knowledge on the GEAR UP process, the application, how it works, and making sure that everything is ready to go in regards to the timeline [of activities].

In most districts, interviewed staff also expressed appreciation for the support provided by CACs, noting that the coordinators were "a huge asset," and played "a critical role [in STAR implementation]." Districts reported that coordinators helped administrators complete implementation plans, coordinated partner activities, assisted with grant documentation and reporting requirements, facilitated college tours, and encouraged staff, student, and community participation in STAR events.

Ongoing Implementation Plans

Although POC staff will continue to support districts' achieving program goals, the Center's fifth year (2010-11) will include an increased focus on program sustainability. The POC director explained:

[We will help] them identify the kinds of things [services] that they can sustain, the kinds of things that they may want to consider funding through their own district, and how to fund that. We're going to try to help them find those funds to be able to do that.

In addition, the director said that professional development will be further modified to better meet district needs. As a means to increase sustainability, the POC will also offer a workshop in which district staff can work together to develop strategies to sustain STAR implementation after grant funds expire in 2012.

FACULTY FELLOWS

The STAR Faculty Fellows program recruits college faculty from TAMU-CC and TAMU-K to serve as mentors to teachers in STAR schools. Faculty Fellows spend 60 hours each semester working with teachers to model engaging classroom instruction, implement AP instructional strategies, and ensure vertical alignment. The Faculty Fellows in partnership with the TAMU-CC Student Ambassador Program¹⁵ promote college awareness by providing students on STAR campuses with opportunities to interact with college students and professors. In 2009-10, the Faculty Fellows also collaborated with FACE to provide interactive college visits, during which students attended college classes taught by Fellows.

¹⁵Student Ambassadors are TAMU-CC students who graduated from STAR districts. The Ambassadors visit STAR schools with the Fellows and give presentations to STAR students about college preparation.

Districts' Perceptions of Faculty Fellows

During spring 2010 interviews, teachers and administrators expressed varied levels of satisfaction with the Faculty Fellow program, and perceptions of the program reflected the degree to which it aligned with individual campus goals. In one district, administrators ensured that the program met their needs by assigning Fellows to work with new teachers and teachers with poor academic outcomes. In another district the Faculty Fellow (a science professor) conducted experiments and modeled lessons for students that supplemented the district's use of the CSCOPE curriculum. "My kids love [the Fellow]," explained a science teacher. It's [the presentations] a break from the CSCOPE sequencing...but we make sure it's aligned with the TEKS [Texas Essential Knowledge and Skills] in CSCOPE."

Districts that did not align Faculty Fellows work with campus goals reported less satisfaction with the program. For example, teachers in one district said that their Faculty Fellow provided remediation and would re-teach concepts that had already been presented in class or provide small group instruction to struggling students, while teachers desired instruction that would extend classroom learning. In another district, administrators wanted to select the subjects addressed by the Faculty Fellows program. "[I would like to select Fellows] based on our TAKS scores. If our weaknesses are math and science, we could have a Fellow for those areas," noted the principal.

Ongoing Implementation Plans

The Faculty Fellows program encountered funding challenges during the 2009-10 school year because of confusion over TAMU-CC policies addressing extra-duty pay for full-time university staff. The program's director explained that the university was implementing a policy in which full-time faculty did not receive additional pay for participating in programs such as the Faculty Fellows. In order to maintain the program in 2010-11 and 2011-12, the director said she would have to hire adjunct or part-time professors as new Fellows, noting that "Getting [new] Faculty Fellows employed is my first goal [for 2010-11]."

THE COLLEGE BOARD

The College Board supports STAR districts' implementation of rigorous instruction through ongoing professional development addressing vertical alignment of curricula, AP instructional strategies, and preparation for college testing. The training is offered to all teachers, including those teaching non-AP courses. As discussed in previous chapters, the College Board provided training tailored to each district's particular needs in sessions offered during the school day at each district during the 2009-10 year. The goal of this approach was to increase teachers' participation in training; however, College Board representatives said attendance remained low because training consultants were unable to schedule time when all district teachers were available for training.

Districts' Perceptions of the College Board

Across districts, teachers expressed appreciation for the quality of the College Board's professional development activities, but noted that many teachers were unable to access training because it was not offered during their free periods and administrators were reluctant to release teachers from instruction in order to participate in training. A STAR coordinator said, "I don't know if they [training consultants] have interacted with as many teachers as we would have liked, but they really helped us think about what professional development we needed." The coordinator said that the College Board consultants observed instruction and provided teachers with valuable feedback. In addition, the consultants trained administrators in monitoring and evaluation in order to better support teachers' professional growth. "[The consultants] are not just coming and doing training, they do follow-up," stated the coordinator.

Implementation in 2010-11

In 2010-11, College Board representatives will further modify services to better align with district needs and ensure increased participation in professional development. In addition, the College Board will provide districts with access to an online SAT prep course that addresses test-taking strategies and provides students with practice exams. The College Board will also introduce its official, standardized pre-AP curriculum—SpringBoard—in four STAR districts in 2010-11. SpringBoard is designed to increase rigor for all students, and has been shown to improve both AP course participation and performance on AP exams.

FATHERS ACTIVE IN COMMUNITIES AND EDUCATION (FACE)

FACE coordinates activities designed to increase parental involvement in education, and focuses on the role of fathers. FACE promotes positive home-school interactions by creating opportunities for parents to form relationships with school staff and through teambuilding exercises and interactive games that enable parents to connect to the curriculum. FACE focuses on four types of activities: (1) on-campus interactive teambuilding exercises, (2) college tours in collaboration with the Faculty Fellows, (3) large inter-district activities, and (4) the FACE father-student Leadership Team. FACE activities are offered at STAR campus during the school day; however, participation varied across campuses in 2009-10. On some campuses, administrators did not allow students to miss classroom instruction to participate in FACE activities, and the program experienced ongoing resistance in several districts in which administrators did not value the program.

Districts' Perceptions of FACE

Consistent with previous years, FACE was successful at most middle schools, but experienced challenges in serving high schools. High school administrators said that FACE activities did not appeal to high school students or their parents. One high school principal reported that the activities were “repetitive,” and “did not generate a lot of interest.” High school administrators also pointed to limitations created by the program’s inflexibility, noting FACE did not participate in other school activities that drew parents. “We were told that when it’s a FACE event, it has to be only FACE there,” reported one principal. Further, some administrators were resistant to FACE because it relied too heavily on teachers to implement its programs. A principal explained:

I can see the purpose of it [holding teachers responsible for developing and implementing activities]. If we’re going to have this self-sustaining [program], we need to know how to [implement the activities on our own]. But, the teachers don’t see it like that. They see it like, “He’s getting paid and we’re doing all the work for him.”

Implementation in 2010-11

The FACE director raised concerns that high levels of administrative turnover during the 2009-10 school year may further limit the program’s success in 2010-11. FACE plans to expand some services (i.e., college tours and the Leadership Team), but realizes that varying district support will affect activities.

NATIONAL HISPANIC INSTITUTE (NHI)

NHI is designed to provide students opportunities that promote independence, leadership, and problem solving skills. The organization facilitates student-centered events that allow students to practice communication and leadership skills in real-world applications. NHI offers three summer programs to students in STAR schools: (1) Best of the Best, which provides leadership training for eighth grade students, (2) the Great Debate, which provides ninth graders with opportunities to improve their written and verbal communication skills, and (3) Lorenzo de Zavala Youth Legislative Sessions for tenth graders,

which focuses on serving as a leader within an organized community environment. Each program is held on a college campus, and some programs enable students to meet with college admissions officers.

Districts' Perceptions of NHI

Most districts representatives said that students who participated in NHI activities in 2009-10 experienced positive outcomes. For example, one principal said, "I would say NHI [played the greatest role] this year... The change that I see in the students as far as their demeanor, their self-confidence... You see a change in them all for the better." Similarly, a counselor in another district said that NHI activities increased students' confidence and ability to interact with peers. A principal in another district appreciated that NHI prepared students for university life through overnight visits to colleges and universities.

However, administrators in each STAR district pointed to ongoing communication barriers as a central limitation of the NHI program, and in several districts, NHI had not yet implemented services at the time of site visits (March 2010). A coordinator in another district agreed, noting that NHI's lack of communication was, in part, a result of their service model. "Their [NHI] model is to work directly with kids and parents and, sometimes, it cuts the school out just a little bit," stated the coordinator. As a result, district staff experienced barriers to organizing, tracking, and budgeting NHI activities. District administrators also expressed concern regarding the cost of NHI services for districts and families and questioned the equity of the program, pointing to the small number of district students who were able to afford the cost of services.

Implementation in 2010-11

NHI representatives expect their participation to be reduced in 2010-11 largely because of districts' concerns over program costs.

SUMMARY

STAR districts emphasized the program's academic components during the 2009-10, and relied most heavily on project partners that were focused on academic outcomes. District highlighted the College Board's professional development offerings and the POC's implementation support as the most beneficial partner services in 2009-10, although most districts appreciated other partner's services as well. When concerns about services arose, they tended to address communication challenges, whether services were appropriate for all students, and the additional costs some partners charged for students to participate in programs.

CHAPTER 11

SUMMARY OF FINDINGS

The federal GEAR UP program is designed to provide services and support to low-income, minority school districts to ensure that students are academically prepared for higher education, graduate from high school, and have access to higher education opportunities. GEAR UP grants extend across 6 school years and require that districts begin providing services to students no later than the seventh grade continue until students graduate from high school. GEAR UP operates using an add-a-cohort model, in which the grade levels served by the grant expand as students advance from grade to grade. In the grant's initial year, services are focused on the seventh-grade cohort, and as this cohort progresses, the grant expands to include each subsequent grade level until the initial cohort completes the twelfth grade.

Texas' state-level GEAR UP grant, known as STAR, began serving seventh-grade students in the 2006-07 school year, and in the project's fourth year (2009-10), the cohort of students receiving grant services included Grades 7 through 10. The findings presented in this report comprise the fourth-year evaluation of the STAR project. This chapter provides a summary of the report's findings, including the characteristics of students participating in STAR and performance indicators for STAR schools during the 2009-10 school year, as well as information about the implementation of STAR and the role of partner organizations in supporting implementation. The chapter concludes with a discussion of results and the project's ongoing evaluation.

THE CHARACTERISTICS STUDENTS PARTICIPATING IN STAR AND PERFORMANCE INDICATORS FOR STAR SCHOOLS

The 12 campuses (six middle schools and six high schools) that participate in STAR enroll large proportions of Hispanic and low-income students. Of the students included in the STAR cohort (i.e., Grades 7 through 10 in 2009-10), 89% were Hispanic and 76% were from low-income backgrounds. Despite the high percentage of Hispanic students participating in STAR, only 3% of cohort students were characterized as LEP and only 2% received bilingual or ESL services. Across campuses, students receiving STAR services had changes in their TAKS passing rates¹⁶ that were largely similar to peer campuses¹⁷ and to state averages. In terms of performance indicators, most STAR campuses were rated *Acceptable* in 2009-10; however, two middle schools and two high schools substantially improved their academic outcomes and raised their ratings from *Acceptable* to *Recognized* in 2009-10.

¹⁶Changes in TAKS passing rates are measured from students' baseline year (Grade 6 TAKS) to the current school year (2009-10). Because STAR serves a range of grade levels the baseline year for each cohort of students will vary. For example, the baseline year for the first cohort of students (seventh graders in 2006-07) is 2005-06, while the baseline year for the second cohort of students to receive STAR services (seventh graders in 2007-08) is 2006-07.

¹⁷For each campus in the state, TEA has created a peer or comparison group of 40 public school campuses selected on the basis of six student demographic characteristics, including the percentages of African American, Hispanic, and White students, the percentage of economically disadvantaged students, the percentage of limited English proficient students, and the campus mobility rate (2007 Accountability Manual, TEA). For a specific performance indicator, TEA reports the median value of the 40 comparison campuses on that indicator. Thus, peer groups allow for comparisons of campus performance for similar schools.

STAR IMPLEMENTATION

Recognizing that STAR is unlikely to positively impact students, schools, or communities if campuses minimally or partially implement the program, researchers developed a measurement of STAR implementation to support the overarching program evaluation. The analysis measures the extent to which STAR schools implement activities and services aligned with the project's four core components: (1) *Raising Academic Standards*, (2) *Engaging Teachers and Students*, (3) *Increasing Student and Parent Access to Information*, and (4) *Building School and Community Cultures that Support Academic Achievement*. The sections that follow discuss findings for each of the STAR components and its associated supporting components. Appendix G contains detailed information about the data sources and methods used to measure each STAR component and supporting component.

Raising Academic Standards

The measurement of *Raising Academic Standards* reflects the extent to which teachers increased instructional rigor (*Academic Rigor*) and aligned curriculum (*Curricular Alignment*), and the extent to which STAR schools engaged students in advanced coursework (*Advanced Academics*). On average, STAR schools *partially* implemented instructional and curricular reforms designed to raise academic standards during the 2009-10 school year. Generally speaking, districts that were successful in raising academic standards developed comprehensive systems of change across implementation years. Administrators in such districts clearly communicated goals, as well as staff's roles in meeting goals; provided ongoing support and professional development to increase buy-in and build capacity; and monitored instruction and partner services to ensure effective implementation. The sections that follow discuss each of the supporting components of *Raising Academic Standards*.

Academic Rigor. Districts that effectively increased *Academic Rigor* during the 2009-10 school year ensured that schools' implementation plans were focused on meeting STAR objectives. Effective districts increased buy-in by communicating the importance of teachers' roles in meeting STAR's goals and prioritized ongoing support and professional development to build teachers' capacity to meet goals. In these districts, administrators monitored teacher instruction to ensure that training content was implemented in the classroom. The effect of the focus on academic rigor was evident to researchers during spring 2010 classroom observations. Overall, researchers observed rigorous instruction to a *moderate* extent; however, this marked an increase over prior implementation years, when rigorous instruction was present to a *small extent*. Increased instructional rigor was most evident at the high school level, which may reflect the effects individualized professional development activities offered by the College Board at high school campuses across the 2009-10 school year. In addition, researchers observed greater implementation of higher order thinking and AP subject specific instructional strategies and greater student engagement than in previous implementation years.

Curricular Alignment. During the 2009-10 school year, the College Board modified its professional development offerings to better support STAR districts' implementation of curricular alignment. In addition to two program-wide sessions, College Board consultants provided monthly, individualized, onsite training at each district high school throughout the 2009-10 school year. The sessions helped district staff to analyze their campus data, identify program weaknesses, and address issues strategically.

In spite of these efforts, STAR campuses partially implemented curricular alignment strategies in 2009-10. Teachers reported that they met as vertical teams *one to two times a year* and only *sometimes* used vertical teaming strategies. However, the implementation of vertical teams tended to vary by campus level. On average, middle school implementation of the *Curricular Alignment* component has decreased across implementation years, while high school implementation has increased. This trend is explained, in part, by the provision of College Board training at the high school. Middle school teachers indicated that

time and scheduling constraints limited their ability to participate in professional development opportunities offered at the high school.

Advanced Academics. Middle school outcomes suggest that schools improved their implementation of the *Advanced Academics* component of STAR in 2009-10. However, results for middle schools may not fully reflect improvements in academic standards. Notably, across STAR middle schools, the percentage of students participating in advanced courses ranged from 9% to 100% in 2009-10. According to participants in site visit interviews, some middle schools simply renamed course offerings, adding pre-AP labels to courses (e.g., pre-AP science), but did not change course content.

High schools also improved implementation of *Advanced Academics* by increasing students' participation in advanced courses and AP examinations. Because only AP courses offered at the high school level are subject to College Board audits that ensure rigorous instruction and course content, outcomes for high schools are likely a more accurate reflection of advanced course completion outcomes. Across STAR high schools about 14% of students participated in advanced courses. STAR high schools also improved students' participation in AP exams and the percentage of students earning a score (3 or higher) that would receive credit at most colleges and universities.

Engaging Teachers and Students

A second component of STAR implementation is the degree to which teachers and students are engaged in achieving program goals. The evaluation considers (1) teacher participation in STAR professional development opportunities and (2) student participation in activities that address STAR goals and attendance rates in measuring this component. Overall, STAR campuses *substantially* engaged teachers and students in 2009-10, providing teachers opportunities for ongoing professional development and increasing students' interest in academic achievement and school attendance. Teachers faced fewer barriers to participation in professional development due to the implementation of onsite training sessions implemented during the 2009-10 school year.

Teacher Participation in Professional Development. High school teachers generally experienced fewer barriers to participation in STAR professional development than middle school teachers, and therefore, had higher rates of participation in training activities. This result is largely attributable to the provision of some training events on high school campuses as a means to ensure that AP teachers could attend. While middle school teachers also were expected to participate, some teachers experienced scheduling conflicts because training sessions were held during the day and did not align with middle school schedules.

Student Engagement in Schooling. STAR campuses provided *substantial* services and support designed to engage students during the 2009-10 school year. On average, students in STAR schools participated in about *four unique activities* designed to academically engage students, such as mentoring, tutoring, and counseling. Additionally, STAR schools maintained attendance rates comparable to the state average. Notably, analysis across districts indicates that high school campuses with students participating in the greatest number of activities designed to increase engagement maintained the highest average attendance rates. Conversely, high school campuses with the lowest participation maintained the lowest attendance rates.

Increasing Student and Parent Access to Information

In order to increase academic achievement and develop college-going cultures among low-income students and their families, STAR provides increased access to informational resources about postsecondary educational opportunities. STAR information resources are designed to improve parents' and students' ability to plan and prepare for long-term educational goals. The evaluation measures this component of STAR—*Increasing Student and Parent Access to Information*—by examining two

supporting components: STAR campus' implementation of services that provide informational resources to (1) students (*Student Access to Information*) and (2) parents (*Parent Access to Information*).

Students' Access to Information. In 2009-10, students in STAR schools were largely unaware of many postsecondary opportunities and the processes necessary to enroll in them. Specifically, students in most districts reported they were *somewhat familiar* or *very familiar* with less than two of the three postsecondary opportunities (i.e., 4-year colleges and universities, community colleges and junior colleges, and vocational and technical schools). The largest proportion of students reported they were only *somewhat familiar* with colleges and universities (40%). Large proportions of students reported that they did not receive information regarding college entrance requirements (24%) or financial assistance (48%). Most students received a majority of postsecondary planning information from their parents (74% of middle school students and 62% of high school students), but high school students increasingly turned to school and GEAR UP staff for information.

Parents' Access to Information. Most surveyed parents of students attending STAR schools did not receive postsecondary planning information from school staff and were unaware of the processes necessary for their students to enroll in a postsecondary educational opportunity. A third of surveyed parents (33%) said they had received information regarding college entrance requirements, financial assistance, or course selection and an even smaller proportion of parents received information regarding all three topics (14%). Interestingly, the proportion of parents receiving planning information decreased, but the proportion of parents receiving thorough information addressing all three topics increased. This suggests that schools struggled to provide information to a large proportion of parents but provided more thorough information to the parents with whom they did speak.

Building School and Community Cultures that Support Academic Achievement

Building school and community support for increased academic achievement is another core component of STAR. STAR campuses seek to develop environments that foster postsecondary goals and to engage parents and the larger community in supporting the schools' college-going cultures. In measuring school and community support for STAR, the evaluation considers the *School Environment* of STAR campuses, including their buy-in to project goals and support for innovation. In addition, the evaluation examines *Parent and Community Support* for STAR, including parents' support for students' academic goals.

STAR School Environments. The focus on the *School Environment* component of STAR declined in 2009-10 from levels reported in previous years. This trend is attributable to high levels of administrative turnover. Notably, all STAR districts experienced some administrative turnover, which likely affected the level of communication about grant goals as well as administrative support for the project. In spite of administrative turnover, surveyed teachers generally *agreed* that staff were committed to STAR strategies, that school leadership supported efforts to improve instruction, and that campus environments supported ongoing learning and innovation.

Parent and Community Support. During the 2009-10 school year, most STAR districts struggled to maintain the levels of parental involvement achieved in previous grant years. Districts that were most effective in implementing the *Parent and Community Support* component ensured that college readiness information was presented during popular school functions, and sought to increase the availability of information outside of school by incorporating home visits, parent mentor programs, and GEAR UP centers in community businesses. Several districts planned to increase the emphasis on *Parent and Community Support* during the 2010-11 school year, and planned a variety of activities focused on parent outreach and communication.

STAR PARTNER ORGANIZATIONS

The STAR project includes partnerships with organizations that provide services aligned with the GEAR UP's mission and goals. For the 2010-11 school year, STAR partner organizations included (1) the POC at TAMU-CC, (2) Faculty Fellows, (3) College Board, (4) FACE, and (5) NHI. The POC at TAMU-CC supports districts' implementation of GEAR UP by assisting with grant planning, providing information sessions and training, and coordinating grant activities with the university. Faculty Fellows provide mentoring services to secondary educators and model engaging instruction in the classroom. The College Board offers district staff professional development designed to support vertical alignment of districts' curricula and improve classroom instruction. FACE coordinates activities designed to increase fathers' involvement in their child's education through positive interactions and teambuilding exercises. NHI provides students opportunities to practice independence, leadership, and problem solving skills.

By the fourth year of the project, each of the STAR partner organizations had modified their services to provide districts more intensive, individualized, and coordinated support. Professional development consultants provided individualized, onsite training, and TEA modified requirements for other partner services, allowing districts to determine how many activity sessions they would purchase based on their needs. Most partners indicated that STAR districts did not fully utilize their services and some districts continued to resist some partnerships. Most districts emphasized academic programming during the 2009-10 school year to a greater extent and considered professional development provided by the College Board and the POC as the most beneficial partner services.

DISCUSSION

Overall, districts tended to emphasize the STAR components that aligned most closely with district goals of improving students' academic outcomes. This emphasis is evidenced by the increasing implementation of the *Raising Academic Standards* and *Engaging Teachers and Students* components of STAR, and, notably, this focus is associated with improved state accountability ratings in a third of STAR campuses. Administrators in STAR districts credited improvements in student and teacher outcomes to changes in the provision of professional development during the 2009-10 school year, noting that individualized training offered at the campus level was more effective than workshops or group trainings in changing teachers' instructional practices. Administrators also highlighted the value of having consultants work in classrooms with teachers to model effective practices, observe teachers implementation of practices, and provide ongoing feedback and support.

Although districts' emphasis on instructional practice and academic outcomes yielded substantial benefits during the 2009-10 school year, some areas of STAR implementation received less priority. In particular, parent and student access to information about college planning and application processes suffered in the project's fourth year. Moving forward, districts must ensure that students are academically prepared to participate in postsecondary educational opportunities and that students and their parents have the information necessary to plan for such opportunities. Districts must also ensure that the implementation of STAR's components does not continue to decrease at the middle school level as increasing numbers of cohort students move to high school for the remainder of the grant.

THE ONGOING EVALUATION

The evaluation of STAR will continue through the 2011-12 school year, and ongoing data collection and analysis will support further understanding of districts' efforts to implement STAR, the challenges to implementation, and how challenges may be overcome. The measurement of STAR implementation will continue across the 2010-11 (Year 5) and 2011-12 (Year 6) school years and will consider how outcomes may change as the STAR cohort expands to include Grades 7 through 12.

REFERENCES

- Adelman, C. (1999). *Answers in the toolbox: Academic intensity, attendance patterns, and bachelor's degree attainment*. Washington, DC: U.S. Department of Education.
- Adelman, C. (2006, February). *The toolbox revisited: Paths to degree completion from high school through college*. Washington, DC: U.S. Department of Education.
- Berman, P., & McLaughlin, M. W. (1978). *Federal programs supporting educational change. Vol. VIII: Implementing and sustaining innovations*. Santa Monica, CA: Rand Corporation.
- Borman, G. (2005) National efforts to bring reform to scale in high-poverty schools: Outcomes and implications. *Review of Research in Education*, 29. pp. 1-27.
- Borman, G.D., Hewes, G.M., Overman, L.T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of Educational Research*, 73. pps. 125-230.
- Bridgeland, J.M., Dilulio, J. J., Streeter, R. T., & Mason, J. R. (2008, October). *One dream, two realities: Perspectives of parents on America's high schools*. Washington, DC: Civic Enterprises.
- Bifulco, R., Duncombe, W., & Yinger, J. (2005). *Does whole-school reform boost student performance? The case of New York City*. Syracuse, NY: Center for Policy Research, Syracuse University. The College Board (2004). *Pre-AP: Instructional leadership through AP vertical teams*. Washington, DC: College Entrance Examination Board.
- Cohen, J.S. & Smerdon, B.A. (2009, spring). Tightening the dropout tourniquet: Easing the transition from middle to high school. *Preventing School Failure*, 53, 3. pp. 177-184.
- College Board (2004). *Pre-AP: Instructional leadership through AP vertical teams*. Washington, DC: College Entrance Examination Board.
- Cunningham, A. F., Erisman, W., & Looney, S. M. (2007, December). *From aspirations to action: The role of middle school parents in making the dream of college a reality*. Washington, DC: Institute for Higher Education Policy.
- Datnow, A., Borman, G., & Springfield, S. (2000). Reform through a highly specified curriculum: Implementation and effects of the core knowledge sequence. *Elementary School Journal*, 101(2), 167-191.
- Dougherty, C., Mellor, L., & Jian, S. (2006, February). *The relationship between Advanced Placement and college graduation*. National Center for Educational Accountability. Retrieved May 4, 2007, from http://www.nc4ea.org/files/NCEA_Report_Relationship_between_AP_and_College_Graduation_02-09-06.pdf.
- Geiser, S. & Santelices, V. (2004). *The role of Advanced Placement and honors courses in college admissions* (Research & Occasional Paper: CSHE.4.04). Berkley, CA: University of California, Berkeley.

- Heilig, J.V. & Darling-Hammond, L. (2008). Accountability Texas-style: The progress and learning of urban minority students in a high-stakes testing context. *Educational Evaluation and Policy Analysis*, 30. pp. 75-110.
- Johnson, J. & Duffett, A. (2005). *Life after high school: Young people talk about their hopes and prospects*. Washington, DC: Public Agenda.
- Levin, H., Belfield, C., Muennig, P., & Rouse, C. (2007, January). *The costs and benefits of an excellent education for all of America's children*. Retrieved February 18, 2007, from http://www.cbcse.org/media/download_gallery/Leeds_Report_Final_Jan2007.pdf
- Neild, R.C., Stoner-Eby, S., & Furstenberg, F. (2008). Connecting entrance and departure: The transition to ninth grade and high school dropout. *Education and Urban Society*, 40. pp. 543- 569.
- Roderick, M. (2006, April). *Closing the aspirations-attainment gap: Implications for high school reform*. Paper presented at the MDRC High School Reform Conference, San Diego, CA.
- Roderick, M., Nagaoka, J., & Allensworth, E. (2006, April). *From high school to the future: A first look at Chicago Public School graduates' college enrollment, college preparation, and graduation from four-year colleges*. Chicago, IL: Chicago Postsecondary Transition Project.
- Texas Education Agency. (2007). *Glossary for the Academic Excellence Indicator System, 2006-07 report*. Austin, TX: Texas Education Agency, Division of Performance Reporting. Retrieved September 24, 2008, from <http://www.tea.state.tx.us/perfreport/aeis/2007/glossary.html>.
- Texas Education Agency. (TEA). (2006). *STAR goals and objectives for the statewide and district programs*. Austin, TX: Author.
- Tierney, W.G., Bailey, T. Constantine, J., Finkelstein, N. & Hurd, N.F. (2009). *Helping students navigate the path to college: What high schools can do: A practical guide* (NCEE #2009-4066). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
- United States Department of Education (USDE). (1998). *Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP): Program description*. Retrieved February 3, 2010 from the USDE website: <http://www2.ed.gov/programs/gearup/index.html>
- United States Department of Education (USDE). (2008). *Early outcomes of the GEAR UP program: Final report*. Washington, D.C.: Policy and Program Studies Service.
- U. S. Census Bureau. (2000). *Census 2000*. Retrieved from U.S. Census Bureau website: www.census.gov
- Vernez, G., Karam, R., Mariano, L.T., & DeMartini, C. (2006). *Evaluating comprehensive school reform models at scale: Focus on implementation*. Santa Monica, CA: RAND.
- Yap, K.O. (1996). Distance education in the Pacific Northwest: Program benefits and implementation barriers. Paper prepared for the Annual Conference of the American Educational Research Association in New York, NY, April 8-12, 1996.

APPENDIX A

SPRING 2010 STAR TEACHER SURVEY TABLES

Table A.1. Number of Respondents (Teachers, Counselors, Librarians) by School

District/School	Number in Database	Number Completed	Response Rate
Alice ISD	177	171	96.6%
Adams Middle School	60	60	100.0%
Alice High School	117	111	94.9%
Brooks County ISD	67	62	92.5%
Falfurrias Junior High	26	24	92.3%
Falfurrias High School	41	38	92.7%
Corpus Christi ISD	140	137	97.9%
Driscoll Middle School	40	39	97.5%
Miller High School	100	98	98.0%
Kingsville ISD	120	117	97.5%
Memorial Middle School	41	41	100.0%
H. M. King High School	79	76	96.2%
Mathis ISD	64	61	95.3%
McCraw Junior High	21	20	95.2%
Mathis High School	43	41	95.3%
Odem-Edroy ISD	57	56	98.2%
Odem Junior High	24	24	100.0%
Odem High School	33	32	97.0%
Total	625	604	96.6%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.2. Indicate the Position in Which You Currently Work

Campus	Teacher		Counselor		Librarian	
	N	%	N	%	N	%
Falfurrias High School	33	86.8%	4	10.5%	1	2.6%
Falfurrias Junior High	22	91.7%	1	4.2%	1	4.2%
Alice High School	102	91.9%	7	6.3%	2	1.8%
Adams Middle School	56	93.3%	3	5.0%	1	1.7%
H. M. King High School	70	92.1%	4	5.3%	2	2.6%
Memorial Middle School	38	92.7%	2	4.9%	1	2.4%
Miller High School	90	91.8%	7	7.1%	1	1.0%
Driscoll Middle School	36	92.3%	2	5.1%	1	2.6%
Mathis High School	39	95.1%	2	4.9%	0	0.0%
McCraw Junior High	19	95.0%	1	5.0%	0	0.0%
Odem High School	30	93.8%	1	3.1%	1	3.1%
Odem Junior High	23	95.8%	1	4.2%	0	0.0%
All Campuses	558	92.4%	35	5.8%	11	1.8%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.3. If You Are a Teacher, What Is Your Primary Teaching Assignment?

Campus	Mathematics		Science		English Language Arts/Reading		Social Studies/ Social Science		Self-Contained		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	5	15.2%	3	9.1%	6	18.2%	4	12.1%	1	3.0%	14	42.4%
Falfurrias Junior High	3	13.6%	3	13.6%	5	22.7%	2	9.1%	1	4.5%	8	36.4%
Alice High School	12	11.8%	12	11.8%	17	16.7%	12	11.8%	2	2.0%	47	46.1%
Adams Middle School	9	16.1%	7	12.5%	15	26.8%	7	12.5%	0	0.0%	18	32.1%
H. M. King High School	9	12.9%	9	12.9%	10	14.3%	9	12.9%	2	2.9%	31	44.3%
Memorial Middle School	8	21.1%	4	10.5%	7	18.4%	3	7.9%	2	5.3%	14	36.8%
Miller High School	12	13.3%	8	8.9%	11	12.2%	10	11.1%	5	5.6%	44	48.9%
Driscoll Middle School	6	16.7%	7	19.4%	5	13.9%	5	13.9%	2	5.6%	11	30.6%
Mathis High School	5	12.8%	3	7.7%	4	10.3%	4	10.3%	2	5.1%	21	53.8%
McCraw Junior High	3	15.8%	2	10.5%	4	21.1%	2	10.5%	3	15.8%	5	26.3%
Odem High School	4	13.3%	2	6.7%	5	16.7%	4	13.3%	2	6.7%	13	43.3%
Odem Junior High	3	13.0%	3	13.0%	6	26.1%	3	13.0%	1	4.3%	7	30.4%
All Campuses	79	14.2%	63	11.3%	95	17.0%	65	11.6%	23	4.1%	233	41.8%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.4. Years Employed in This Position and Years Working at This School

Campus	Years Employed in Current Position		Years Working in Current Position at This School	
	N	Mean	N	Mean
Falfurrias High School	38	13.7	38	8.7
Falfurrias Junior High	24	14.0	24	8.3
Alice High School	111	11.6	111	8.2
Adams Middle School	60	9.1	60	6.6
H. M. King High School	76	11.6	76	7.2
Memorial Middle School	41	11.0	41	6.7
Miller High School	98	8.1	98	5.7
Driscoll Middle School	39	10.4	39	7.0
Mathis High School	41	8.8	41	4.1
McCraw Junior High	20	11.4	20	7.2
Odem High School	32	13.0	32	6.9
Odem Junior High	24	7.3	24	3.8
Total	604	10.6	604	6.8

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.5. Ethnicity of Respondents

Campus	African American		Hispanic, Latino		White, Anglo		Other	
	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	32	88.9%	2	5.6%	2	5.6%
Falfurrias Junior High	0	0.0%	18	75.0%	6	25.0%	0	0.0%
Alice High School	2	1.8%	58	53.2%	45	41.3%	4	3.7%
Adams Middle School	1	1.7%	34	56.7%	24	40.0%	1	1.7%
H. M. King High School	2	2.6%	54	71.1%	17	22.4%	3	3.9%
Memorial Middle School	2	4.9%	25	61.0%	14	34.1%	0	0.0%
Miller High School	7	7.2%	51	52.6%	35	36.1%	4	4.1%
Driscoll Middle School	1	2.6%	23	59.0%	14	35.9%	1	2.6%
Mathis High School	0	0.0%	21	51.2%	17	41.5%	3	7.3%
McCraw Junior High	0	0.0%	11	55.0%	8	40.0%	1	5.0%
Odem High School	1	3.1%	11	34.4%	19	59.4%	1	3.1%
Odem Junior High	0	0.0%	15	62.5%	8	33.3%	1	4.2%
All Campuses	16	2.7%	353	58.9%	209	34.9%	21	3.5%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.6. Gender of Respondents

Campus	Male		Female	
	N	%	N	%
Falfurrias High School	12	32.4%	25	67.6%
Falfurrias Junior High	6	26.1%	17	73.9%
Alice High School	39	35.5%	71	64.5%
Adams Middle School	11	18.3%	49	81.7%
H. M. King High School	30	39.5%	46	60.5%
Memorial Middle School	16	39.0%	25	61.0%
Miller High School	53	54.6%	44	45.4%
Driscoll Middle School	5	12.8%	34	87.2%
Mathis High School	17	42.5%	23	57.5%
McCraw Junior High	8	40.0%	12	60.0%
Odem High School	12	37.5%	20	62.5%
Odem Junior High	8	33.3%	16	66.7%
All Campuses	217	36.2%	382	63.8%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.7. What Is Your Highest Educational Attainment?

Campus	Bachelors Degree		Enrolled in Masters Coursework		Masters Degree		Enrolled in Doctoral Coursework		Doctorate		Other	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	19	50.0%	5	13.2%	13	34.2%	0	0.0%	1	2.6%	0	0.0%
Falfurrias Junior High	12	50.0%	2	8.3%	9	37.5%	0	0.0%	0	0.0%	1	4.2%
Alice High School	59	53.6%	13	11.8%	30	27.3%	2	1.8%	3	2.7%	3	2.7%
Adams Middle School	39	65.0%	7	11.7%	13	21.7%	0	0.0%	1	1.7%	0	0.0%
H. M. King High School	35	46.1%	11	14.5%	25	32.9%	4	5.3%	0	0.0%	1	1.3%
Memorial Middle School	23	56.1%	6	14.6%	10	24.4%	1	2.4%	1	2.4%	0	0.0%
Miller High School	42	43.3%	12	12.4%	33	34.0%	5	5.2%	2	2.1%	3	3.1%
Driscoll Middle School	12	30.8%	5	12.8%	20	51.3%	1	2.6%	0	0.0%	1	2.6%
Mathis High School	25	61.0%	4	9.8%	9	22.0%	3	7.3%	0	0.0%	0	0.0%
McCraw Junior High	14	70.0%	2	10.0%	2	10.0%	1	5.0%	0	0.0%	1	5.0%
Odem High School	18	56.2%	5	15.6%	9	28.1%	0	0.0%	0	0.0%	0	0.0%
Odem Junior High	19	79.2%	3	12.5%	2	8.3%	0	0.0%	0	0.0%	0	0.0%
All Campuses	317	52.7%	75	12.5%	175	29.1%	17	2.8%	8	1.3%	10	1.7%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.8. Extent of Agreement With Each of the Following Statements

Campus	Teachers in this school share an understanding about how Advanced Placement (AP) strategies may be used to enhance learning.											
	Strongly Disagree			Disagree			Unsure			Agree		
	N	%		N	%		N	%		N	%	
Falfurrias High School	1	2.6%		2	5.3%		5	13.2%		28	73.7%	
Falfurrias Junior High	1	4.2%		4	16.7%		4	16.7%		12	50.0%	
Alice High School	2	1.8%		11	9.9%		24	21.6%		66	59.5%	
Adams Middle School	0	0.0%		3	5.0%		13	21.7%		37	61.7%	
H. M. King High School	0	0.0%		18	23.7%		21	27.6%		31	40.8%	
Memorial Middle School	0	0.0%		3	7.3%		4	9.8%		32	78.0%	
Miller High School	1	1.0%		3	3.1%		18	18.4%		61	62.2%	
Driscoll Middle School	0	0.0%		5	12.8%		10	25.6%		18	46.2%	
Mathis High School	0	0.0%		0	0.0%		6	14.6%		33	80.5%	
McCraw Junior High	0	0.0%		0	0.0%		2	10.0%		16	80.0%	
Odem High School	1	3.1%		8	25.0%		9	28.1%		13	40.6%	
Odem Junior High	1	4.2%		6	25.0%		7	29.2%		10	41.7%	
All Campuses	7	1.2%		63	10.4%		123	20.4%		357	59.1%	

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	The principal consults staff before making decisions that may affect our ability to work in vertical teams.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	1	2.6%	1	2.6%	9	23.7%	18	47.4%	9	23.7%
Falfurrias Junior High	1	4.2%	2	8.3%	3	12.5%	11	45.8%	7	29.2%
Alice High School	1	0.9%	6	5.4%	28	25.2%	59	53.2%	17	15.3%
Adams Middle School	3	5.0%	5	8.3%	7	11.7%	40	66.7%	5	8.3%
H. M. King High School	2	2.6%	21	27.6%	17	22.4%	30	39.5%	6	7.9%
Memorial Middle School	1	2.4%	1	2.4%	1	2.4%	29	70.7%	9	22.0%
Miller High School	2	2.0%	2	2.0%	10	10.2%	50	51.0%	34	34.7%
Driscoll Middle School	0	0.0%	4	10.3%	6	15.4%	22	56.4%	7	17.9%
Mathis High School	1	2.4%	10	24.4%	4	9.8%	22	53.7%	4	9.8%
McCraw Junior High	0	0.0%	2	10.0%	0	0.0%	14	70.0%	4	20.0%
Odem High School	2	6.2%	3	9.4%	6	18.8%	14	43.8%	7	21.9%
Odem Junior High	0	0.0%	3	12.5%	3	12.5%	13	54.2%	5	20.8%
All Campuses	14	2.3%	60	9.9%	94	15.6%	322	53.3%	114	18.9%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	In this school, there are clear expectations that all students will be prepared for postsecondary educational opportunities.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	2	5.3%	5	13.2%	23	60.5%	8	21.1%
Falfurrias Junior High	1	4.2%	2	8.3%	1	4.2%	16	66.7%	4	16.7%
Alice High School	4	3.6%	10	9.0%	9	8.1%	76	68.5%	12	10.8%
Adams Middle School	1	1.7%	3	5.0%	2	3.3%	41	68.3%	13	21.7%
H. M. King High School	1	1.3%	17	22.4%	15	19.7%	36	47.4%	7	9.2%
Memorial Middle School	1	2.4%	3	7.3%	3	7.3%	31	75.6%	3	7.3%
Miller High School	0	0.0%	7	7.1%	4	4.1%	57	58.2%	30	30.6%
Driscoll Middle School	0	0.0%	2	5.1%	4	10.3%	21	53.8%	12	30.8%
Mathis High School	0	0.0%	1	2.4%	4	9.8%	20	48.8%	16	39.0%
McCraw Junior High	0	0.0%	0	0.0%	2	10.0%	15	75.0%	3	15.0%
Odem High School	2	6.2%	5	15.6%	3	9.4%	18	56.2%	4	12.5%
Odem Junior High	0	0.0%	4	16.7%	2	8.3%	16	66.7%	2	8.3%
All Campuses	10	1.7%	56	9.3%	54	8.9%	370	61.3%	114	18.9%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	I incorporate information about college readiness into my content-area lessons.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	0	0.0%	2	5.3%	29	76.3%	7	18.4%
Falfurrias Junior High	1	4.2%	1	4.2%	2	8.3%	17	70.8%	3	12.5%
Alice High School	2	1.8%	5	4.5%	10	9.0%	72	64.9%	22	19.8%
Adams Middle School	0	0.0%	3	5.0%	3	5.0%	48	80.0%	6	10.0%
H. M. King High School	0	0.0%	5	6.6%	3	3.9%	51	67.1%	17	22.4%
Memorial Middle School	0	0.0%	2	4.9%	3	7.3%	31	75.6%	5	12.2%
Miller High School	0	0.0%	0	0.0%	2	2.0%	65	66.3%	31	31.6%
Driscoll Middle School	0	0.0%	3	7.7%	1	2.6%	20	51.3%	15	38.5%
Mathis High School	0	0.0%	0	0.0%	0	0.0%	29	70.7%	12	29.3%
McCraw Junior High	0	0.0%	0	0.0%	0	0.0%	17	85.0%	3	15.0%
Odem High School	0	0.0%	4	12.5%	1	3.1%	19	59.4%	8	25.0%
Odem Junior High	0	0.0%	3	12.5%	2	8.3%	18	75.0%	1	4.2%
All Campuses	3	0.5%	26	4.3%	29	4.8%	416	68.9%	130	21.5%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	Teachers in this school are continually learning and seeking new ideas.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	3	7.9%	4	10.5%	25	65.8%	6	15.8%
Falfurrias Junior High	1	4.2%	1	4.2%	1	4.2%	14	58.3%	7	29.2%
Alice High School	1	0.9%	2	1.8%	12	10.8%	78	70.3%	18	16.2%
Adams Middle School	0	0.0%	3	5.0%	4	6.7%	40	66.7%	13	21.7%
H. M. King High School	0	0.0%	4	5.3%	14	18.4%	49	64.5%	9	11.8%
Memorial Middle School	1	2.4%	0	0.0%	9	22.0%	25	61.0%	6	14.6%
Miller High School	0	0.0%	1	1.0%	6	6.1%	60	61.2%	31	31.6%
Driscoll Middle School	0	0.0%	0	0.0%	4	10.3%	22	56.4%	13	33.3%
Mathis High School	0	0.0%	0	0.0%	2	4.9%	28	68.3%	11	26.8%
McCraw Junior High	0	0.0%	0	0.0%	1	5.0%	12	60.0%	7	35.0%
Odem High School	0	0.0%	4	12.5%	5	15.6%	21	65.6%	2	6.2%
Odem Junior High	0	0.0%	0	0.0%	1	4.2%	18	75.0%	5	20.8%
All Campuses	3	0.5%	18	3.0%	63	10.4%	392	64.9%	128	21.2%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus		The principal in my school actively encourages teachers to pursue professional development geared towards AP strategies and vertical teaming.											
		Strongly Disagree			Disagree			Unsure			Agree		
		N	%		N	%		N	%		N	%	
Falfurrias High School		0	0.0%		4	10.5%		4	10.5%		17	44.7%	
Falfurrias Junior High		1	4.2%		2	8.3%		4	16.7%		10	41.7%	
Alice High School		1	0.9%		4	3.6%		22	19.8%		61	55.0%	
Adams Middle School		0	0.0%		3	5.0%		12	20.0%		38	63.3%	
H. M. King High School		1	1.3%		12	15.8%		17	22.4%		40	52.6%	
Memorial Middle School		0	0.0%		1	2.4%		1	2.4%		27	65.9%	
Miller High School		0	0.0%		2	2.0%		4	4.1%		55	56.1%	
Driscoll Middle School		0	0.0%		3	7.7%		6	15.4%		19	48.7%	
Mathis High School		0	0.0%		4	9.8%		5	12.2%		24	58.5%	
McCraw Junior High		0	0.0%		0	0.0%		0	0.0%		13	65.0%	
Odem High School		0	0.0%		4	12.5%		7	21.9%		17	53.1%	
Odem Junior High		0	0.0%		3	12.5%		1	4.2%		17	70.8%	
All Campuses		3	0.5%		42	7.0%		83	13.7%		338	56.0%	

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus		Teachers are not afraid to learn about new educational approaches and use them with their class(es).											
		Strongly Disagree			Disagree			Unsure			Agree		
		N	%		N	%		N	%		N	%	
Falfurrias High School		0	0.0%		3	7.9%		3	7.9%		25	65.8%	
Falfurrias Junior High		1	4.2%		1	4.2%		2	8.3%		14	58.3%	
Alice High School		2	1.8%		11	9.9%		17	15.3%		64	57.7%	
Adams Middle School		0	0.0%		4	6.7%		4	6.7%		40	66.7%	
H. M. King High School		1	1.3%		10	13.2%		14	18.4%		44	57.9%	
Memorial Middle School		0	0.0%		2	4.9%		5	12.2%		27	65.9%	
Miller High School		1	1.0%		0	0.0%		10	10.2%		59	60.2%	
Driscoll Middle School		0	0.0%		2	5.1%		6	15.4%		20	51.3%	
Mathis High School		0	0.0%		0	0.0%		4	9.8%		30	73.2%	
McCraw Junior High		0	0.0%		0	0.0%		2	10.0%		13	65.0%	
Odem High School		0	0.0%		6	18.8%		3	9.4%		21	65.6%	
Odem Junior High		0	0.0%		0	0.0%		2	8.3%		14	58.3%	
All Campuses		5	0.8%		39	6.5%		72	11.9%		371	61.4%	

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	I have received sufficient training to incorporate AP strategies in my classes.							
	Strongly Disagree		Disagree		Unsure		Agree	
	N	%	N	%	N	%	N	%
Falfurrias High School	3	7.9%	8	21.1%	6	15.8%	17	44.7%
Falfurrias Junior High	3	12.5%	5	20.8%	8	33.3%	6	25.0%
Alice High School	6	5.4%	32	28.8%	25	22.5%	39	35.1%
Adams Middle School	2	3.3%	14	23.3%	11	18.3%	30	50.0%
H. M. King High School	5	6.6%	29	38.2%	13	17.1%	23	30.3%
Memorial Middle School	0	0.0%	10	24.4%	6	14.6%	21	51.2%
Miller High School	3	3.1%	12	12.2%	23	23.5%	50	51.0%
Driscoll Middle School	1	2.6%	14	35.9%	3	7.7%	15	38.5%
Mathis High School	0	0.0%	7	17.1%	8	19.5%	23	56.1%
McCraw Junior High	1	5.0%	1	5.0%	1	5.0%	14	70.0%
Odem High School	2	6.2%	6	18.8%	8	25.0%	12	37.5%
Odem Junior High	1	4.2%	13	54.2%	6	25.0%	4	16.7%
All Campuses	27	4.5%	151	25.0%	118	19.5%	254	42.1%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	Parents support our school's emphasis on college readiness.							
	Strongly Disagree		Disagree		Unsure		Agree	
	N	%	N	%	N	%	N	%
Falfurrias High School	1	2.6%	6	15.8%	14	36.8%	15	39.5%
Falfurrias Junior High	1	4.2%	7	29.2%	4	16.7%	11	45.8%
Alice High School	7	6.3%	22	19.8%	33	29.7%	46	41.4%
Adams Middle School	4	6.7%	5	8.3%	15	25.0%	34	56.7%
H. M. King High School	4	5.3%	16	21.1%	23	30.3%	28	36.8%
Memorial Middle School	3	7.3%	5	12.2%	9	22.0%	22	53.7%
Miller High School	3	3.1%	16	16.3%	27	27.6%	45	45.9%
Driscoll Middle School	1	2.6%	9	23.1%	9	23.1%	13	33.3%
Mathis High School	0	0.0%	1	2.4%	15	36.6%	21	51.2%
McCraw Junior High	1	5.0%	2	10.0%	5	25.0%	11	55.0%
Odem High School	3	9.4%	4	12.5%	8	25.0%	15	46.9%
Odem Junior High	1	4.2%	5	20.8%	6	25.0%	11	45.8%
All Campuses	29	4.8%	98	16.2%	168	27.8%	272	45.0%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	The principal is an effective leader for vertical teams in this school.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	1	2.6%	1	2.6%	8	21.1%	18	47.4%	10	26.3%
Falfurrias Junior High	1	4.2%	2	8.3%	4	16.7%	12	50.0%	5	20.8%
Alice High School	0	0.0%	3	2.7%	17	15.3%	61	55.0%	30	27.0%
Adams Middle School	2	3.3%	1	1.7%	7	11.7%	40	66.7%	10	16.7%
H. M. King High School	1	1.3%	9	11.8%	25	32.9%	34	44.7%	7	9.2%
Memorial Middle School	0	0.0%	1	2.4%	3	7.3%	23	56.1%	14	34.1%
Miller High School	1	1.0%	2	2.0%	7	7.1%	43	43.9%	45	45.9%
Driscoll Middle School	1	2.6%	0	0.0%	3	7.7%	22	56.4%	13	33.3%
Mathis High School	1	2.4%	5	12.2%	5	12.2%	23	56.1%	7	17.1%
McCraw Junior High	0	0.0%	0	0.0%	2	10.0%	13	65.0%	5	25.0%
Odem High School	0	0.0%	7	21.9%	2	6.2%	15	46.9%	8	25.0%
Odem Junior High	0	0.0%	2	8.3%	2	8.3%	14	58.3%	6	25.0%
All Campuses	8	1.3%	33	5.5%	85	14.1%	318	52.6%	160	26.5%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	Overall, considering the use of vertical teams in my school today, I am confident that this use is leading to increased student achievement.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	1	2.6%	2	5.3%	7	18.4%	26	68.4%	2	5.3%
Falfurrias Junior High	1	4.2%	3	12.5%	7	29.2%	8	33.3%	5	20.8%
Alice High School	1	0.9%	14	12.6%	33	29.7%	55	49.5%	8	7.2%
Adams Middle School	3	5.0%	0	0.0%	10	16.7%	41	68.3%	6	10.0%
H. M. King High School	0	0.0%	10	13.2%	30	39.5%	26	34.2%	10	13.2%
Memorial Middle School	1	2.4%	3	7.3%	7	17.1%	22	53.7%	8	19.5%
Miller High School	0	0.0%	1	1.0%	14	14.3%	59	60.2%	24	24.5%
Driscoll Middle School	0	0.0%	2	5.1%	12	30.8%	15	38.5%	10	25.6%
Mathis High School	0	0.0%	1	2.4%	6	14.6%	27	65.9%	7	17.1%
McCraw Junior High	0	0.0%	1	5.0%	2	10.0%	16	80.0%	1	5.0%
Odem High School	1	3.1%	5	15.6%	6	18.8%	14	43.8%	6	18.8%
Odem Junior High	0	0.0%	2	8.3%	4	16.7%	16	66.7%	2	8.3%
All Campuses	8	1.3%	44	7.3%	138	22.8%	325	53.8%	89	14.7%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	The principal encourages teachers to be innovative and try new methods.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	2	5.3%	2	5.3%	24	63.2%	10	26.3%
Falfurrias Junior High	1	4.2%	0	0.0%	1	4.2%	14	58.3%	8	33.3%
Alice High School	0	0.0%	3	2.7%	6	5.4%	72	64.9%	30	27.0%
Adams Middle School	3	5.0%	1	1.7%	3	5.0%	36	60.0%	17	28.3%
H. M. King High School	1	1.3%	8	10.5%	7	9.2%	50	65.8%	10	13.2%
Memorial Middle School	0	0.0%	1	2.4%	1	2.4%	25	61.0%	14	34.1%
Miller High School	0	0.0%	0	0.0%	3	3.1%	51	52.0%	44	44.9%
Driscoll Middle School	0	0.0%	1	2.6%	0	0.0%	19	48.7%	19	48.7%
Mathis High School	0	0.0%	2	4.9%	6	14.6%	24	58.5%	9	22.0%
McCraw Junior High	0	0.0%	0	0.0%	0	0.0%	12	60.0%	8	40.0%
Odem High School	0	0.0%	3	9.4%	4	12.5%	16	50.0%	9	28.1%
Odem Junior High	0	0.0%	1	4.2%	1	4.2%	15	62.5%	7	29.2%
All Campuses	5	0.8%	22	3.6%	34	5.6%	358	59.3%	185	30.6%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	GEAR UP goals are clearly communicated to parents and the community.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	1	2.6%	3	7.9%	9	23.7%	23	60.5%	2	5.3%
Falfurrias Junior High	1	4.2%	3	12.5%	4	16.7%	9	37.5%	7	29.2%
Alice High School	1	0.9%	7	6.3%	28	25.2%	61	55.0%	14	12.6%
Adams Middle School	2	3.3%	2	3.3%	7	11.7%	40	66.7%	9	15.0%
H. M. King High School	1	1.3%	8	10.5%	24	31.6%	38	50.0%	5	6.6%
Memorial Middle School	1	2.4%	2	4.9%	5	12.2%	30	73.2%	3	7.3%
Miller High School	6	6.1%	3	3.1%	26	26.5%	47	48.0%	16	16.3%
Driscoll Middle School	0	0.0%	3	7.7%	8	20.5%	18	46.2%	10	25.6%
Mathis High School	0	0.0%	1	2.4%	7	17.1%	29	70.7%	4	9.8%
McCraw Junior High	0	0.0%	0	0.0%	6	30.0%	9	45.0%	5	25.0%
Odem High School	1	3.1%	1	3.1%	4	12.5%	18	56.2%	8	25.0%
Odem Junior High	0	0.0%	4	16.7%	5	20.8%	13	54.2%	2	8.3%
All Campuses	14	2.3%	37	6.1%	133	22.0%	335	55.5%	85	14.1%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	The principal is willing to support—through funding or manpower—teachers' efforts at vertical teaming.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	2	5.3%	1	2.6%	9	23.7%	20	52.6%	6	15.8%
Falfurrias Junior High	1	4.2%	1	4.2%	4	16.7%	13	54.2%	5	20.8%
Alice High School	1	0.9%	3	2.7%	20	18.0%	67	60.4%	20	18.0%
Adams Middle School	2	3.3%	1	1.7%	8	13.3%	37	61.7%	12	20.0%
H. M. King High School	0	0.0%	9	11.8%	24	31.6%	37	48.7%	6	7.9%
Memorial Middle School	1	2.4%	2	4.9%	2	4.9%	27	65.9%	9	22.0%
Miller High School	0	0.0%	2	2.0%	9	9.2%	50	51.0%	37	37.8%
Driscoll Middle School	0	0.0%	1	2.6%	7	17.9%	21	53.8%	10	25.6%
Mathis High School	1	2.4%	3	7.3%	7	17.1%	23	56.1%	7	17.1%
McCraw Junior High	0	0.0%	0	0.0%	1	5.0%	14	70.0%	5	25.0%
Odem High School	1	3.1%	1	3.1%	5	15.6%	18	56.2%	7	21.9%
Odem Junior High	0	0.0%	2	8.3%	2	8.3%	15	62.5%	5	20.8%
All Campuses	9	1.5%	26	4.3%	98	16.2%	342	56.6%	129	21.4%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	Teachers receive adequate administrative support to incorporate vertical teams.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	2	5.3%	4	10.5%	9	23.7%	18	47.4%	5	13.2%
Falfurrias Junior High	1	4.2%	1	4.2%	5	20.8%	13	54.2%	4	16.7%
Alice High School	4	3.6%	10	9.0%	20	18.0%	64	57.7%	13	11.7%
Adams Middle School	4	6.7%	1	1.7%	10	16.7%	36	60.0%	9	15.0%
H. M. King High School	0	0.0%	12	15.8%	25	32.9%	33	43.4%	6	7.9%
Memorial Middle School	0	0.0%	2	4.9%	6	14.6%	26	63.4%	7	17.1%
Miller High School	0	0.0%	7	7.1%	9	9.2%	54	55.1%	28	28.6%
Driscoll Middle School	0	0.0%	3	7.7%	8	20.5%	17	43.6%	11	28.2%
Mathis High School	1	2.4%	3	7.3%	5	12.2%	27	65.9%	5	12.2%
McCraw Junior High	0	0.0%	0	0.0%	2	10.0%	16	80.0%	2	10.0%
Odem High School	3	9.4%	3	9.4%	7	21.9%	15	46.9%	4	12.5%
Odem Junior High	0	0.0%	2	8.3%	2	8.3%	18	75.0%	2	8.3%
All Campuses	15	2.5%	48	7.9%	108	17.9%	337	55.8%	96	15.9%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	Teachers and administrators rely on research-proven teaching and learning principles in making decisions about instruction.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	1	2.6%	6	15.8%	26	68.4%	5	13.2%
Falfurrias Junior High	1	4.2%	0	0.0%	4	16.7%	13	54.2%	6	25.0%
Alice High School	2	1.8%	4	3.6%	20	18.0%	75	67.6%	10	9.0%
Adams Middle School	3	5.0%	1	1.7%	7	11.7%	39	65.0%	10	16.7%
H. M. King High School	0	0.0%	3	3.9%	22	28.9%	44	57.9%	7	9.2%
Memorial Middle School	1	2.4%	0	0.0%	4	9.8%	32	78.0%	4	9.8%
Miller High School	0	0.0%	1	1.0%	13	13.3%	53	54.1%	31	31.6%
Driscoll Middle School	0	0.0%	2	5.1%	9	23.1%	20	51.3%	8	20.5%
Mathis High School	0	0.0%	1	2.4%	3	7.3%	31	75.6%	6	14.6%
McCraw Junior High	0	0.0%	0	0.0%	1	5.0%	14	70.0%	5	25.0%
Odem High School	0	0.0%	3	9.4%	5	15.6%	20	62.5%	4	12.5%
Odem Junior High	0	0.0%	1	4.2%	1	4.2%	17	70.8%	5	20.8%
All Campuses	7	1.2%	17	2.8%	95	15.7%	384	63.6%	101	16.7%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	When our school has professional development focused on vertical teams, the principal often participates.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	1	2.6%	3	7.9%	9	23.7%	19	50.0%	6	15.8%
Falfurrias Junior High	1	4.2%	5	20.8%	6	25.0%	8	33.3%	4	16.7%
Alice High School	1	0.9%	8	7.2%	36	32.4%	55	49.5%	11	9.9%
Adams Middle School	6	10.0%	6	10.0%	14	23.3%	29	48.3%	5	8.3%
H. M. King High School	2	2.6%	21	27.6%	16	21.1%	32	42.1%	5	6.6%
Memorial Middle School	0	0.0%	1	2.4%	2	4.9%	34	82.9%	4	9.8%
Miller High School	1	1.0%	7	7.1%	10	10.2%	47	48.0%	33	33.7%
Driscoll Middle School	1	2.6%	3	7.7%	4	10.3%	22	56.4%	9	23.1%
Mathis High School	0	0.0%	4	9.8%	4	9.8%	27	65.9%	6	14.6%
McCraw Junior High	0	0.0%	3	15.0%	2	10.0%	10	50.0%	5	25.0%
Odem High School	2	6.2%	6	18.8%	4	12.5%	16	50.0%	4	12.5%
Odem Junior High	0	0.0%	2	8.3%	5	20.8%	14	58.3%	3	12.5%
All Campuses	15	2.5%	69	11.4%	112	18.5%	313	51.8%	95	15.7%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	The surrounding community actively supports our emphasis on college readiness.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	2	5.3%	3	7.9%	12	31.6%	19	50.0%	2	5.3%
Falfurrias Junior High	1	4.2%	4	16.7%	3	12.5%	15	62.5%	1	4.2%
Alice High School	7	6.3%	14	12.6%	34	30.6%	53	47.7%	3	2.7%
Adams Middle School	2	3.3%	5	8.3%	17	28.3%	30	50.0%	6	10.0%
H. M. King High School	3	3.9%	13	17.1%	31	40.8%	23	30.3%	6	7.9%
Memorial Middle School	1	2.4%	4	9.8%	14	34.1%	20	48.8%	2	4.9%
Miller High School	3	3.1%	11	11.2%	23	23.5%	48	49.0%	13	13.3%
Driscoll Middle School	0	0.0%	2	5.1%	16	41.0%	14	35.9%	7	17.9%
Mathis High School	0	0.0%	1	2.4%	10	24.4%	25	61.0%	5	12.2%
McCraw Junior High	0	0.0%	1	5.0%	5	25.0%	10	50.0%	4	20.0%
Odem High School	3	9.4%	6	18.8%	7	21.9%	13	40.6%	3	9.4%
Odem Junior High	1	4.2%	4	16.7%	4	16.7%	14	58.3%	1	4.2%
All Campuses	23	3.8%	68	11.3%	176	29.1%	284	47.0%	53	8.8%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	Teachers in this school are generally supportive of vertical teaming efforts.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	5	13.2%	10	26.3%	19	50.0%	4	10.5%
Falfurrias Junior High	1	4.2%	3	12.5%	4	16.7%	14	58.3%	2	8.3%
Alice High School	1	0.9%	3	2.7%	20	18.0%	78	70.3%	9	8.1%
Adams Middle School	1	1.7%	2	3.3%	9	15.0%	40	66.7%	8	13.3%
H. M. King High School	0	0.0%	7	9.2%	18	23.7%	46	60.5%	5	6.6%
Memorial Middle School	0	0.0%	2	4.9%	7	17.1%	26	63.4%	6	14.6%
Miller High School	1	1.0%	1	1.0%	11	11.2%	61	62.2%	24	24.5%
Driscoll Middle School	0	0.0%	2	5.1%	5	12.8%	26	66.7%	6	15.4%
Mathis High School	0	0.0%	0	0.0%	2	4.9%	31	75.6%	8	19.5%
McCraw Junior High	0	0.0%	0	0.0%	2	10.0%	14	70.0%	4	20.0%
Odem High School	1	3.1%	3	9.4%	4	12.5%	19	59.4%	5	15.6%
Odem Junior High	0	0.0%	0	0.0%	2	8.3%	19	79.2%	3	12.5%
All Campuses	5	0.8%	28	4.6%	94	15.6%	393	65.1%	84	13.9%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	This school provides a variety of opportunities for parent involvement.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	1	2.6%	2	5.3%	32	84.2%	3	7.9%
Falfurrias Junior High	2	8.3%	1	4.2%	1	4.2%	15	62.5%	5	20.8%
Alice High School	0	0.0%	4	3.6%	14	12.6%	71	64.0%	22	19.8%
Adams Middle School	0	0.0%	3	5.0%	3	5.0%	38	63.3%	16	26.7%
H. M. King High School	0	0.0%	7	9.2%	15	19.7%	46	60.5%	8	10.5%
Memorial Middle School	0	0.0%	1	2.4%	4	9.8%	29	70.7%	7	17.1%
Miller High School	1	1.0%	1	1.0%	7	7.1%	53	54.1%	36	36.7%
Driscoll Middle School	0	0.0%	0	0.0%	1	2.6%	18	46.2%	20	51.3%
Mathis High School	0	0.0%	2	4.9%	1	2.4%	29	70.7%	9	22.0%
McCraw Junior High	0	0.0%	0	0.0%	2	10.0%	12	60.0%	6	30.0%
Odem High School	1	3.1%	3	9.4%	4	12.5%	18	56.2%	6	18.8%
Odem Junior High	1	4.2%	3	12.5%	1	4.2%	16	66.7%	3	12.5%
All Campuses	5	0.8%	26	4.3%	55	9.1%	377	62.4%	141	23.3%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	GEAR UP goals are clearly communicated to staff.									
	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	2	5.3%	7	18.4%	27	71.1%	2	5.3%
Falfurrias Junior High	1	4.2%	3	12.5%	2	8.3%	12	50.0%	6	25.0%
Alice High School	0	0.0%	6	5.4%	17	15.3%	75	67.6%	13	11.7%
Adams Middle School	2	3.3%	3	5.0%	9	15.0%	36	60.0%	10	16.7%
H. M. King High School	1	1.3%	14	18.4%	22	28.9%	33	43.4%	6	7.9%
Memorial Middle School	0	0.0%	1	2.4%	2	4.9%	33	80.5%	5	12.2%
Miller High School	6	6.1%	6	6.1%	12	12.2%	58	59.2%	16	16.3%
Driscoll Middle School	0	0.0%	3	7.7%	4	10.3%	22	56.4%	10	25.6%
Mathis High School	0	0.0%	2	4.9%	2	4.9%	32	78.0%	5	12.2%
McCraw Junior High	0	0.0%	1	5.0%	1	5.0%	15	75.0%	3	15.0%
Odem High School	1	3.1%	5	15.6%	4	12.5%	17	53.1%	5	15.6%
Odem Junior High	0	0.0%	5	20.8%	5	20.8%	11	45.8%	3	12.5%
All Campuses	11	1.8%	51	8.4%	87	14.4%	371	61.4%	84	13.9%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	I am aware of an advisory committee that assists with GEAR UP implementation.							
	Strongly Disagree		Disagree		Unsure		Agree	
	N	%	N	%	N	%	N	%
Falfurrias High School	1	2.6%	3	7.9%	7	18.4%	23	60.5%
Falfurrias Junior High	2	8.3%	2	8.3%	4	16.7%	11	45.8%
Alice High School	3	2.7%	13	11.7%	30	27.0%	54	48.6%
Adams Middle School	2	3.3%	10	16.7%	9	15.0%	35	58.3%
H. M. King High School	4	5.3%	20	26.3%	27	35.5%	21	27.6%
Memorial Middle School	0	0.0%	2	4.9%	8	19.5%	29	70.7%
Miller High School	2	2.0%	10	10.2%	7	7.1%	59	60.2%
Driscoll Middle School	2	5.1%	5	12.8%	3	7.7%	19	48.7%
Mathis High School	0	0.0%	4	9.8%	7	17.1%	26	63.4%
McCraw Junior High	0	0.0%	1	5.0%	5	25.0%	12	60.0%
Odem High School	1	3.1%	6	18.8%	4	12.5%	17	53.1%
Odem Junior High	1	4.2%	3	12.5%	8	33.3%	10	41.7%
All Campuses	18	3.0%	79	13.1%	119	19.7%	316	52.3%

Table continues

Table A.8. Extent of Agreement With Each of the Following Statements (Continued)

Campus	I have received sufficient training to use student test scores and achievement or accountability data in planning individual academic programs.							
	Strongly Disagree		Disagree		Unsure		Agree	
	N	%	N	%	N	%	N	%
Falfurrias High School	1	2.6%	6	15.8%	6	15.8%	21	55.3%
Falfurrias Junior High	1	4.2%	2	8.3%	4	16.7%	14	58.3%
Alice High School	3	2.7%	10	9.0%	18	16.2%	69	62.2%
Adams Middle School	1	1.7%	4	6.7%	8	13.3%	39	65.0%
H. M. King High School	1	1.3%	12	15.8%	10	13.2%	45	59.2%
Memorial Middle School	0	0.0%	3	7.3%	6	14.6%	26	63.4%
Miller High School	0	0.0%	6	6.1%	12	12.2%	67	68.4%
Driscoll Middle School	0	0.0%	1	2.6%	3	7.7%	25	64.1%
Mathis High School	1	2.4%	2	4.9%	5	12.2%	28	68.3%
McCraw Junior High	0	0.0%	2	10.0%	0	0.0%	14	70.0%
Odem High School	1	3.1%	5	15.6%	4	12.5%	19	59.4%
Odem Junior High	0	0.0%	5	20.8%	5	20.8%	12	50.0%
All Campuses	9	1.5%	58	9.6%	81	13.4%	379	62.7%

Source: STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table continues

Table A.9. How Often Do You Provide Students With Counseling or Advice About the Following?

Campus	Recommended High School Program or Distinguished Achievement Program									
	Never		Rarely		Sometimes		Often		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	3	7.9%	8	21.1%	8	21.1%	16	42.1%	3	7.9%
Falfurrias Junior High	2	8.3%	7	29.2%	9	37.5%	6	25.0%	0	.0%
Alice High School	8	7.2%	25	22.5%	51	45.9%	23	20.7%	4	3.6%
Adams Middle School	5	8.3%	8	13.3%	32	53.3%	14	23.3%	1	1.7%
H. M. King High School	5	6.6%	17	22.4%	30	39.5%	21	27.6%	3	3.9%
Memorial Middle School	0	0.0%	4	9.8%	22	53.7%	12	29.3%	3	7.3%
Miller High School	6	6.1%	15	15.3%	40	40.8%	29	29.6%	8	8.2%
Driscoll Middle School	2	5.1%	9	23.1%	13	33.3%	12	30.8%	3	7.7%
Mathis High School	0	0.0%	2	4.9%	19	46.3%	18	43.9%	2	4.9%
McCraw Junior High	0	0.0%	2	10.0%	10	50.0%	8	40.0%	0	.0%
Odem High School	3	9.4%	4	12.5%	12	37.5%	12	37.5%	1	3.1%
Odem Junior High	5	20.8%	6	25.0%	6	25.0%	7	29.2%	0	.0%
All Campuses	39	6.5%	107	17.7%	252	41.7%	178	29.5%	28	4.6%

Table continues

Table A.9. How Often Do You Provide Students With Counseling or Advice About the Following? (Continued)

Campus	Post-Secondary Admissions Requirements									
	Never		Rarely		Sometimes		Often		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	1	2.6%	9	23.7%	8	21.1%	14	36.8%	6	15.8%
Falfurrias Junior High	3	12.5%	5	20.8%	12	50.0%	4	16.7%	0	0.0%
Alice High School	6	5.4%	16	14.4%	47	42.3%	38	34.2%	4	3.6%
Adams Middle School	5	8.3%	13	21.7%	28	46.7%	12	20.0%	2	3.3%
H. M. King High School	3	3.9%	16	21.1%	31	40.8%	20	26.3%	6	7.9%
Memorial Middle School	0	0.0%	7	17.1%	21	51.2%	12	29.3%	1	2.4%
Miller High School	1	1.0%	11	11.2%	28	28.6%	49	50.0%	9	9.2%
Driscoll Middle School	3	7.7%	6	15.4%	12	30.8%	17	43.6%	1	2.6%
Mathis High School	0	0.0%	1	2.4%	12	29.3%	21	51.2%	7	17.1%
McCraw Junior High	0	0.0%	4	20.0%	12	60.0%	4	20.0%	0	0.0%
Odem High School	3	9.4%	5	15.6%	8	25.0%	13	40.6%	3	9.4%
Odem Junior High	4	16.7%	8	33.3%	6	25.0%	5	20.8%	1	4.2%
All Campuses	29	4.8%	101	16.7%	225	37.3%	209	34.6%	40	6.6%

Table continues

Table A.9. How Often Do You Provide Students With Counseling or Advice About the Following? (Continued)

Campus	Post-Secondary Financial Aid, Scholarships, or College Applications									
	Never		Rarely		Sometimes		Often		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	2	5.3%	6	15.8%	11	28.9%	14	36.8%	5	13.2%
Falfurrias Junior High	3	12.5%	9	37.5%	8	33.3%	4	16.7%	0	0.0%
Alice High School	6	5.4%	20	18.0%	47	42.3%	33	29.7%	5	4.5%
Adams Middle School	7	11.7%	16	26.7%	25	41.7%	11	18.3%	1	1.7%
H. M. King High School	4	5.3%	22	28.9%	29	38.2%	16	21.1%	5	6.6%
Memorial Middle School	3	7.3%	9	22.0%	22	53.7%	6	14.6%	1	2.4%
Miller High School	2	2.0%	8	8.2%	33	33.7%	43	43.9%	12	12.2%
Driscoll Middle School	5	12.8%	8	20.5%	14	35.9%	11	28.2%	1	2.6%
Mathis High School	0	0.0%	1	2.4%	16	39.0%	19	46.3%	5	12.2%
McCraw Junior High	1	5.0%	6	30.0%	9	45.0%	4	20.0%	0	0.0%
Odem High School	3	9.4%	6	18.8%	9	28.1%	11	34.4%	3	9.4%
Odem Junior High	4	16.7%	9	37.5%	5	20.8%	5	20.8%	1	4.2%
All Campuses	40	6.6%	120	19.9%	228	37.7%	177	29.3%	39	6.5%

Table continues

Table A.9. How Often Do You Provide Students With Counseling or Advice About the Following? (Continued)

Campus	ACT/SAT Preparation/Testing									
	Never		Rarely		Sometimes		Often		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	3	7.9%	7	18.4%	13	34.2%	12	31.6%	3	7.9%
Falfurrias Junior High	5	20.8%	8	33.3%	9	37.5%	2	8.3%	0	0.0%
Alice High School	10	9.0%	27	24.3%	38	34.2%	30	27.0%	6	5.4%
Adams Middle School	8	13.3%	23	38.3%	20	33.3%	8	13.3%	1	1.7%
H. M. King High School	9	11.8%	14	18.4%	29	38.2%	19	25.0%	5	6.6%
Memorial Middle School	3	7.3%	11	26.8%	24	58.5%	2	4.9%	1	2.4%
Miller High School	4	4.1%	13	13.3%	41	41.8%	32	32.7%	8	8.2%
Driscoll Middle School	6	15.4%	14	35.9%	11	28.2%	8	20.5%	0	0.0%
Mathis High School	0	0.0%	3	7.3%	21	51.2%	15	36.6%	2	4.9%
McCraw Junior High	4	20.0%	5	25.0%	8	40.0%	3	15.0%	0	0.0%
Odem High School	5	15.6%	6	18.8%	9	28.1%	11	34.4%	1	3.1%
Odem Junior High	6	25.0%	7	29.2%	7	29.2%	4	16.7%	0	0.0%
All Campuses	63	10.4%	138	22.8%	230	38.1%	146	24.2%	27	4.5%

Table continues

Table A.9. How Often Do You Provide Students With Counseling or Advice About the Following? (Continued)

Campus	Career Counseling									
	Never		Rarely		Sometimes		Often		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	1	2.6%	10	26.3%	12	31.6%	11	28.9%	4	10.5%
Falfurrias Junior High	2	8.3%	4	16.7%	11	45.8%	6	25.0%	1	4.2%
Alice High School	6	5.4%	26	23.4%	42	37.8%	31	27.9%	6	5.4%
Adams Middle School	6	10.0%	16	26.7%	25	41.7%	13	21.7%	0	0.0%
H. M. King High School	3	3.9%	17	22.4%	30	39.5%	19	25.0%	7	9.2%
Memorial Middle School	2	4.9%	8	19.5%	21	51.2%	7	17.1%	3	7.3%
Miller High School	4	4.1%	10	10.2%	26	26.5%	46	46.9%	12	12.2%
Driscoll Middle School	4	10.3%	5	12.8%	16	41.0%	11	28.2%	3	7.7%
Mathis High School	0	0.0%	1	2.4%	12	29.3%	21	51.2%	7	17.1%
McCraw Junior High	1	5.0%	4	20.0%	8	40.0%	6	30.0%	1	5.0%
Odem High School	1	3.1%	5	15.6%	10	31.2%	12	37.5%	4	12.5%
Odem Junior High	5	20.8%	5	20.8%	7	29.2%	7	29.2%	0	0.0%
All Campuses	35	5.8%	111	18.4%	220	36.4%	190	31.5%	48	7.9%

Table continues

Table A.9. How Often Do You Provide Students With Counseling or Advice About the Following? (Continued)

Campus	Vocational and Technical Programs									
	Never		Rarely		Sometimes		Often		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	2	5.3%	12	31.6%	10	26.3%	9	23.7%	5	13.2%
Falfurrias Junior High	3	12.5%	4	16.7%	12	50.0%	4	16.7%	1	4.2%
Alice High School	11	9.9%	21	18.9%	38	34.2%	32	28.8%	9	8.1%
Adams Middle School	9	15.0%	20	33.3%	21	35.0%	9	15.0%	1	1.7%
H. M. King High School	5	6.6%	23	30.3%	22	28.9%	16	21.1%	10	13.2%
Memorial Middle School	2	4.9%	9	22.0%	19	46.3%	9	22.0%	2	4.9%
Miller High School	6	6.1%	11	11.2%	27	27.6%	42	42.9%	12	12.2%
Driscoll Middle School	2	5.1%	10	25.6%	14	35.9%	10	25.6%	3	7.7%
Mathis High School	0	0.0%	2	4.9%	16	39.0%	20	48.8%	3	7.3%
McCraw Junior High	2	10.0%	6	30.0%	7	35.0%	4	20.0%	1	5.0%
Odem High School	4	12.5%	5	15.6%	9	28.1%	9	28.1%	5	15.6%
Odem Junior High	5	20.8%	7	29.2%	7	29.2%	5	20.8%	0	0.0%
All Campuses	51	8.4%	130	21.5%	202	33.4%	169	28.0%	52	8.6%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.10. How Often Do You Provide Parents With Counseling or Advice About the Following?

Campus	Recommended High School Program or Distinguished Achievement Program									
	Never		Rarely		Sometimes		Often		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	7	18.4%	13	34.2%	15	39.5%	3	7.9%	0	0.0%
Falfurrias Junior High	11	45.8%	8	33.3%	5	20.8%	0	0.0%	0	0.0%
Alice High School	28	25.2%	39	35.1%	34	30.6%	9	8.1%	1	0.9%
Adams Middle School	15	25.0%	17	28.3%	24	40.0%	4	6.7%	0	0.0%
H. M. King High School	21	27.6%	24	31.6%	19	25.0%	11	14.5%	1	1.3%
Memorial Middle School	3	7.3%	20	48.8%	15	36.6%	3	7.3%	0	0.0%
Miller High School	15	15.3%	31	31.6%	32	32.7%	19	19.4%	1	1.0%
Driscoll Middle School	8	20.5%	9	23.1%	14	35.9%	7	17.9%	1	2.6%
Mathis High School	1	2.4%	15	36.6%	21	51.2%	4	9.8%	0	0.0%
McCraw Junior High	5	25.0%	7	35.0%	6	30.0%	2	10.0%	0	0.0%
Odem High School	14	43.8%	8	25.0%	7	21.9%	3	9.4%	0	0.0%
Odem Junior High	7	29.2%	7	29.2%	8	33.3%	2	8.3%	0	0.0%
All Campuses	135	22.4%	198	32.8%	200	33.1%	67	11.1%	4	0.7%

Table continues

Table A.10. How Often Do You Provide Parents With Counseling or Advice About the Following? (Continued)

Campus	Post-Secondary Admissions Requirements									
	Never		Rarely		Sometimes		Often		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	5	13.2%	13	34.2%	15	39.5%	5	13.2%	0	0.0%
Falfurrias Junior High	10	41.7%	8	33.3%	6	25.0%	0	0.0%	0	0.0%
Alice High School	27	24.3%	38	34.2%	34	30.6%	11	9.9%	1	0.9%
Adams Middle School	15	25.0%	21	35.0%	20	33.3%	4	6.7%	0	0.0%
H. M. King High School	18	23.7%	31	40.8%	17	22.4%	8	10.5%	2	2.6%
Memorial Middle School	3	7.3%	25	61.0%	10	24.4%	3	7.3%	0	0.0%
Miller High School	12	12.2%	27	27.6%	37	37.8%	20	20.4%	2	2.0%
Driscoll Middle School	10	25.6%	8	20.5%	14	35.9%	6	15.4%	1	2.6%
Mathis High School	2	4.9%	10	24.4%	22	53.7%	7	17.1%	0	0.0%
McCraw Junior High	5	25.0%	10	50.0%	3	15.0%	2	10.0%	0	0.0%
Odem High School	10	31.2%	6	18.8%	10	31.2%	6	18.8%	0	0.0%
Odem Junior High	8	33.3%	7	29.2%	7	29.2%	2	8.3%	0	0.0%
All Campuses	125	20.7%	204	33.8%	195	32.3%	74	12.3%	6	1.0%

Table continues

Table A.10. How Often Do You Provide Parents With Counseling or Advice About the Following? (Continued)

Campus	Post-Secondary Financial Aid, Scholarships, or College Applications									
	Never		Rarely		Sometimes		Often		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	5	13.2%	11	28.9%	16	42.1%	6	15.8%	0	0.0%
Falfurrias Junior High	11	45.8%	9	37.5%	4	16.7%	0	0.0%	0	0.0%
Alice High School	31	27.9%	39	35.1%	27	24.3%	13	11.7%	1	0.9%
Adams Middle School	16	26.7%	24	40.0%	17	28.3%	3	5.0%	0	0.0%
H. M. King High School	22	28.9%	30	39.5%	12	15.8%	10	13.2%	2	2.6%
Memorial Middle School	5	12.2%	24	58.5%	9	22.0%	3	7.3%	0	0.0%
Miller High School	13	13.3%	26	26.5%	32	32.7%	23	23.5%	4	4.1%
Driscoll Middle School	10	25.6%	12	30.8%	10	25.6%	7	17.9%	0	0.0%
Mathis High School	3	7.3%	8	19.5%	23	56.1%	7	17.1%	0	0.0%
McCraw Junior High	6	30.0%	9	45.0%	2	10.0%	3	15.0%	0	0.0%
Odem High School	10	31.2%	6	18.8%	12	37.5%	4	12.5%	0	0.0%
Odem Junior High	7	29.2%	8	33.3%	7	29.2%	2	8.3%	0	0.0%
All Campuses	139	23.0%	206	34.1%	171	28.3%	81	13.4%	7	1.2%

Table continues

Table A.10. How Often Do You Provide Parents With Counseling or Advice About the Following? (Continued)

Campus	ACT/SAT Preparation/Testing									
	Never		Rarely		Sometimes		Often		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	7	18.4%	13	34.2%	14	36.8%	4	10.5%	0	0.0%
Falfurrias Junior High	11	45.8%	9	37.5%	4	16.7%	0	0.0%	0	0.0%
Alice High School	30	27.0%	44	39.6%	25	22.5%	10	9.0%	2	1.8%
Adams Middle School	16	26.7%	26	43.3%	16	26.7%	2	3.3%	0	0.0%
H. M. King High School	26	34.2%	25	32.9%	13	17.1%	10	13.2%	2	2.6%
Memorial Middle School	6	14.6%	23	56.1%	10	24.4%	2	4.9%	0	0.0%
Miller High School	15	15.3%	39	39.8%	27	27.6%	15	15.3%	2	2.0%
Driscoll Middle School	12	30.8%	14	35.9%	10	25.6%	3	7.7%	0	0.0%
Mathis High School	1	2.4%	16	39.0%	18	43.9%	6	14.6%	0	0.0%
McCraw Junior High	6	30.0%	8	40.0%	3	15.0%	3	15.0%	0	0.0%
Odem High School	11	34.4%	8	25.0%	9	28.1%	4	12.5%	0	0.0%
Odem Junior High	8	33.3%	7	29.2%	8	33.3%	1	4.2%	0	0.0%
All Campuses	149	24.7%	232	38.4%	157	26.0%	60	9.9%	6	1.0%

Table continues

Table A.10. How Often Do You Provide Parents With Counseling or Advice About the Following? (Continued)

Campus	Career Counseling											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	6	15.8%	16	42.1%	12	31.6%	4	10.5%	0	0.0%	0	0.0%
Falfurrias Junior High	11	45.8%	6	25.0%	5	20.8%	2	8.3%	0	0.0%	0	0.0%
Alice High School	28	25.2%	47	42.3%	25	22.5%	10	9.0%	1	0.9%	0	0.0%
Adams Middle School	15	25.0%	25	41.7%	19	31.7%	1	1.7%	0	0.0%	0	0.0%
H. M. King High School	20	26.3%	29	38.2%	15	19.7%	10	13.2%	2	2.6%	0	0.0%
Memorial Middle School	7	17.1%	17	41.5%	13	31.7%	4	9.8%	0	0.0%	0	0.0%
Miller High School	16	16.3%	31	31.6%	28	28.6%	18	18.4%	5	5.1%	0	0.0%
Driscoll Middle School	11	28.2%	10	25.6%	11	28.2%	5	12.8%	2	5.1%	0	0.0%
Mathis High School	2	4.9%	12	29.3%	18	43.9%	9	22.0%	0	0.0%	0	0.0%
McCraw Junior High	5	25.0%	10	50.0%	2	10.0%	3	15.0%	0	0.0%	0	0.0%
Odem High School	12	37.5%	7	21.9%	9	28.1%	4	12.5%	0	0.0%	0	0.0%
Odem Junior High	7	29.2%	7	29.2%	9	37.5%	1	4.2%	0	0.0%	0	0.0%
All Campuses	140	23.2%	217	35.9%	166	27.5%	71	11.8%	10	1.7%	10	1.7%

Table continues

Table A.10. How Often Do You Provide Parents With Counseling or Advice About the Following? (Continued)

Campus	Vocational and Technical Programs											
	Never		Rarely		Sometimes		Often		Almost Every Day			
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	6	15.8%	14	36.8%	15	39.5%	3	7.9%	0	0.0%	0	0.0%
Falfurrias Junior High	11	45.8%	8	33.3%	3	12.5%	2	8.3%	0	0.0%	0	0.0%
Alice High School	26	23.4%	43	38.7%	31	27.9%	10	9.0%	1	0.9%	0	0.0%
Adams Middle School	15	25.0%	25	41.7%	17	28.3%	3	5.0%	0	0.0%	0	0.0%
H. M. King High School	18	23.7%	29	38.2%	13	17.1%	13	17.1%	3	3.9%	0	0.0%
Memorial Middle School	7	17.1%	19	46.3%	12	29.3%	3	7.3%	0	0.0%	0	0.0%
Miller High School	16	16.3%	33	33.7%	22	22.4%	20	20.4%	7	7.1%	0	0.0%
Driscoll Middle School	10	25.6%	9	23.1%	11	28.2%	8	20.5%	1	2.6%	0	0.0%
Mathis High School	2	4.9%	14	34.1%	15	36.6%	10	24.4%	0	0.0%	0	0.0%
McCraw Junior High	5	25.0%	9	45.0%	2	10.0%	3	15.0%	1	5.0%	0	0.0%
Odem High School	13	40.6%	6	18.8%	7	21.9%	6	18.8%	0	0.0%	0	0.0%
Odem Junior High	8	33.3%	7	29.2%	8	33.3%	1	4.2%	0	0.0%	0	0.0%
All Campuses	137	22.7%	216	35.8%	156	25.8%	82	13.6%	13	2.2%	13	2.2%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.11. Responses to Statements Regarding Vertical Teams

Campus	I have attended or will attend a vertical teaming training this year.			My school requires that I participate in vertical team training.		
	No		Yes	No		Yes
	N	%	N	N	%	N
Falfurrias High School	28	73.7%	10	25	65.8%	13
Falfurrias Junior High	13	54.2%	11	11	45.8%	13
Alice High School	44	39.6%	67	45	40.5%	66
Adams Middle School	27	45.0%	33	21	35.0%	39
H. M. King High School	25	32.9%	51	27	35.5%	49
Memorial Middle School	5	12.2%	36	6	14.6%	35
Miller High School	10	10.2%	88	13	13.3%	85
Driscoll Middle School	7	17.9%	32	8	20.5%	31
Mathis High School	14	34.1%	27	9	22.0%	32
McCraw Junior High	5	25.0%	15	4	20.0%	16
Odem High School	18	56.2%	14	19	59.4%	13
Odem Junior High	4	16.7%	20	7	29.2%	17
All Campuses	200	33.1%	404	195	32.3%	409

Table continues

Table A.11. Responses to Statements Regarding Vertical Teams (Continued)

Campus	My school provides release time or paid time to participate in vertical team training.			My school provides release time or paid time to participate in vertical team planning.		
	No		Yes	No		Yes
	N	%	N	N	%	N
Falfurrias High School	16	42.1%	22	17	44.7%	21
Falfurrias Junior High	11	45.8%	13	12	50.0%	12
Alice High School	36	32.4%	75	38	34.2%	73
Adams Middle School	14	23.3%	46	16	26.7%	44
H. M. King High School	25	32.9%	51	27	35.5%	49
Memorial Middle School	7	17.1%	34	5	12.2%	36
Miller High School	20	20.4%	78	24	24.5%	74
Driscoll Middle School	5	12.8%	34	8	20.5%	31
Mathis High School	10	24.4%	31	15	36.6%	26
McCraw Junior High	4	20.0%	16	5	25.0%	15
Odem High School	11	34.4%	21	13	40.6%	19
Odem Junior High	3	12.5%	21	3	12.5%	21
All Campuses	162	26.8%	442	183	30.3%	421

Table continues

Table A.11. Responses to Statements Regarding Vertical Teams (Continued)

Campus	My school provides release time or paid time for team curriculum writing.			
	No		Yes	
	N	%	N	%
Falfurrias High School	18	47.4%	20	52.6%
Falfurrias Junior High	16	66.7%	8	33.3%
Alice High School	50	45.0%	61	55.0%
Adams Middle School	20	33.3%	40	66.7%
H. M. King High School	32	42.1%	44	57.9%
Memorial Middle School	10	24.4%	31	75.6%
Miller High School	18	18.4%	80	81.6%
Driscoll Middle School	10	25.6%	29	74.4%
Mathis High School	17	41.5%	24	58.5%
McCraw Junior High	7	35.0%	13	65.0%
Odem High School	14	43.8%	18	56.2%
Odem Junior High	9	37.5%	15	62.5%
All Campuses	221	36.6%	383	63.4%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.12. How Frequently During the School Year Did Your Vertical Team Meet This Year?

Campus	At Least Once a Week			At Least Once a Month			1-2 Times a Semester			1-2 Times a Year			We Have Never Had a Meeting		
	N		%	N		%	N		%	N		%	N		%
	N	%		N	%		N	%		N	%		N	%	
Falfurrias High School	3	7.9%		4	10.5%		5	13.2%		7	18.4%		19	50.0%	
Falfurrias Junior High	1	4.2%		3	12.5%		4	16.7%		7	29.2%		9	37.5%	
Alice High School	6	5.4%		5	4.5%		25	22.5%		45	40.5%		30	27.0%	
Adams Middle School	3	5.0%		8	13.3%		9	15.0%		25	41.7%		15	25.0%	
H. M. King High School	14	18.4%		8	10.5%		19	25.0%		22	28.9%		13	17.1%	
Memorial Middle School	10	24.4%		4	9.8%		14	34.1%		11	26.8%		2	4.9%	
Miller High School	8	8.2%		24	24.5%		28	28.6%		32	32.7%		6	6.1%	
Driscoll Middle School	3	7.7%		5	12.8%		10	25.6%		18	46.2%		3	7.7%	
Mathis High School	6	14.6%		13	31.7%		6	14.6%		10	24.4%		6	14.6%	
McCraw Junior High	1	5.0%		3	15.0%		7	35.0%		5	25.0%		4	20.0%	
Odem High School	1	3.1%		4	12.5%		3	9.4%		10	31.2%		14	43.8%	
Odem Junior High	1	4.2%		5	20.8%		4	16.7%		10	41.7%		4	16.7%	
All Campuses	57	9.4%		86	14.2%		134	22.2%		202	33.4%		125	20.7%	

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.13. To What Extent Have Each of the Following Been a Challenge in Implementing Vertical Teams in Your School?

Campus	Time/Scheduling Constraints							
	Large Extent		Moderate Extent		Small Extent		Not At All	
	N	%	N	%	N	%	N	%
Falfurrias High School	16	42.1%	11	28.9%	5	13.2%	6	15.8%
Falfurrias Junior High	15	62.5%	4	16.7%	5	20.8%	0	0.0%
Alice High School	49	44.1%	35	31.5%	15	13.5%	12	10.8%
Adams Middle School	29	48.3%	15	25.0%	9	15.0%	7	11.7%
H. M. King High School	24	31.6%	21	27.6%	19	25.0%	12	15.8%
Memorial Middle School	12	29.3%	16	39.0%	9	22.0%	4	9.8%
Miller High School	31	31.6%	36	36.7%	24	24.5%	7	7.1%
Driscoll Middle School	16	41.0%	10	25.6%	11	28.2%	2	5.1%
Mathis High School	10	24.4%	19	46.3%	11	26.8%	1	2.4%
McCraw Junior High	8	40.0%	7	35.0%	2	10.0%	3	15.0%
Odem High School	13	40.6%	8	25.0%	7	21.9%	4	12.5%
Odem Junior High	6	25.0%	11	45.8%	6	25.0%	1	4.2%
All Campuses	229	37.9%	193	32.0%	123	20.4%	59	9.8%

Table continues

Table A.13. To What Extent Have Each of the Following Been a Challenge in Implementing Vertical Teams in Your School? (Continued)

Campus	Inadequate Leadership or Guidance							
	Large Extent		Moderate Extent		Small Extent		Not At All	
	N	%	N	%	N	%	N	%
Falfurrias High School	5	13.2%	9	23.7%	12	31.6%	12	31.6%
Falfurrias Junior High	2	8.3%	6	25.0%	8	33.3%	8	33.3%
Alice High School	11	9.9%	20	18.0%	45	40.5%	35	31.5%
Adams Middle School	9	15.0%	12	20.0%	18	30.0%	21	35.0%
H. M. King High School	10	13.2%	24	31.6%	21	27.6%	21	27.6%
Memorial Middle School	3	7.3%	13	31.7%	14	34.1%	11	26.8%
Miller High School	7	7.1%	23	23.5%	33	33.7%	35	35.7%
Driscoll Middle School	0	0.0%	12	30.8%	14	35.9%	13	33.3%
Mathis High School	1	2.4%	12	29.3%	20	48.8%	8	19.5%
McCraw Junior High	0	0.0%	7	35.0%	6	30.0%	7	35.0%
Odem High School	4	12.5%	5	15.6%	16	50.0%	7	21.9%
Odem Junior High	2	8.3%	5	20.8%	9	37.5%	8	33.3%
All Campuses	54	8.9%	148	24.5%	216	35.8%	186	30.8%

Table continues

Table A.13. To What Extent Have Each of the Following Been a Challenge in Implementing Vertical Teams in Your School? (Continued)

Campus	Insufficient Teacher Participation									
	Large Extent		Moderate Extent		Small Extent		Not At All			
	N	%	N	%	N	%	N	%		
Falfurrias High School	8	21.1%	13	34.2%	9	23.7%	8	21.1%		
Falfurrias Junior High	3	12.5%	4	16.7%	9	37.5%	8	33.3%		
Alice High School	9	8.1%	30	27.0%	40	36.0%	32	28.8%		
Adams Middle School	4	6.7%	6	10.0%	24	40.0%	26	43.3%		
H. M. King High School	7	9.2%	24	31.6%	22	28.9%	23	30.3%		
Memorial Middle School	1	2.4%	8	19.5%	19	46.3%	13	31.7%		
Miller High School	5	5.1%	22	22.4%	38	38.8%	33	33.7%		
Driscoll Middle School	2	5.1%	16	41.0%	14	35.9%	7	17.9%		
Mathis High School	1	2.4%	7	17.1%	21	51.2%	12	29.3%		
McCraw Junior High	0	0.0%	5	25.0%	7	35.0%	8	40.0%		
Odem High School	2	6.2%	9	28.1%	13	40.6%	8	25.0%		
Odem Junior High	1	4.2%	6	25.0%	9	37.5%	8	33.3%		
All Campuses	43	7.1%	150	24.8%	225	37.3%	186	30.8%		

Table continues

Table A.13. To What Extent Have Each of the Following Been a Challenge in Implementing Vertical Teams in Your School? (Continued)

Campus	Poor Communication Between Teachers									
	Large Extent		Moderate Extent		Small Extent		Not At All			
	N	%	N	%	N	%	N	%		
Falfurrias High School	6	15.8%	14	36.8%	9	23.7%	9	23.7%		
Falfurrias Junior High	4	16.7%	5	20.8%	8	33.3%	7	29.2%		
Alice High School	12	10.8%	24	21.6%	45	40.5%	30	27.0%		
Adams Middle School	6	10.0%	13	21.7%	22	36.7%	19	31.7%		
H. M. King High School	7	9.2%	24	31.6%	22	28.9%	23	30.3%		
Memorial Middle School	2	4.9%	11	26.8%	14	34.1%	14	34.1%		
Miller High School	6	6.1%	23	23.5%	43	43.9%	26	26.5%		
Driscoll Middle School	3	7.7%	15	38.5%	14	35.9%	7	17.9%		
Mathis High School	1	2.4%	11	26.8%	19	46.3%	10	24.4%		
McCraw Junior High	0	0.0%	5	25.0%	7	35.0%	8	40.0%		
Odem High School	4	12.5%	7	21.9%	11	34.4%	10	31.2%		
Odem Junior High	1	4.2%	4	16.7%	9	37.5%	10	41.7%		
All Campuses	52	8.6%	156	25.8%	223	36.9%	173	28.6%		

Table continues

Table A.13. To What Extent Have Each of the Following Been a Challenge in Implementing Vertical Teams in Your School? (Continued)

Campus	Teacher Turnover					
	Large Extent		Moderate Extent		Small Extent	
	N	%	N	%	N	%
Falfurrias High School	4	10.5%	8	21.1%	14	36.8%
Falfurrias Junior High	1	4.2%	4	16.7%	11	45.8%
Alice High School	20	18.0%	28	25.2%	40	36.0%
Adams Middle School	17	28.3%	18	30.0%	12	20.0%
H. M. King High School	8	10.5%	22	28.9%	24	31.6%
Memorial Middle School	2	4.9%	14	34.1%	10	24.4%
Miller High School	7	7.1%	13	13.3%	33	33.7%
Driscoll Middle School	2	5.1%	12	30.8%	11	28.2%
Mathis High School	5	12.2%	13	31.7%	14	34.1%
McCraw Junior High	0	0.0%	9	45.0%	5	25.0%
Odem High School	3	9.4%	6	18.8%	14	43.8%
Odem Junior High	2	8.3%	4	16.7%	6	25.0%
All Campuses	71	11.8%	151	25.0%	194	32.1%

Table continues

Table A.13. To What Extent Have Each of the Following Been a Challenge in Implementing Vertical Teams in Your School? (Continued)

Campus	Vertical Teaming Is Not A Priority					
	Large Extent		Moderate Extent		Small Extent	
	N	%	N	%	N	%
Falfurrias High School	11	28.9%	7	18.4%	9	23.7%
Falfurrias Junior High	3	12.5%	5	20.8%	9	37.5%
Alice High School	11	9.9%	24	21.6%	46	41.4%
Adams Middle School	7	11.7%	10	16.7%	16	26.7%
H. M. King High School	4	5.3%	19	25.0%	23	30.3%
Memorial Middle School	0	0.0%	5	12.2%	19	46.3%
Miller High School	8	8.2%	18	18.4%	31	31.6%
Driscoll Middle School	3	7.7%	11	28.2%	14	35.9%
Mathis High School	2	4.9%	6	14.6%	17	41.5%
McCraw Junior High	0	0.0%	2	10.0%	7	35.0%
Odem High School	6	18.8%	9	28.1%	9	28.1%
Odem Junior High	2	8.3%	3	12.5%	11	45.8%
All Campuses	57	9.4%	119	19.7%	211	34.9%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.14. Rank the Importance of Each Counseling Task (Counselors Only)

Campus	Assisting Students With Grades and Achievement Issues											
	Least Important			Between Least Important and Neutral			Neutral			Between Neutral and Most Important		
	N	%		N	%		N	%		N	%	
Falfurrias High School	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Falfurrias Junior High	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Alice High School	0	0.0%		0	0.0%		0	0.0%		2	28.6%	
Adams Middle School	0	0.0%		0	0.0%		1	33.3%		1	33.3%	
H. M. King High School	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Memorial Middle School	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Miller High School	0	0.0%		1	14.3%		0	0.0%		1	14.3%	
Driscoll Middle School	0	0.0%		0	0.0%		0	0.0%		1	50.0%	
Mathis High School	0	0.0%		0	0.0%		0	0.0%		2	100.0%	
McCraw Junior High	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Odem High School	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Odem Junior High	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
All Campuses	0	0.0%		1	2.9%		1	2.9%		7	20.0%	

Table continues

Table A.14. Rank the Importance of Each Counseling Task (Counselors Only) (Continued)

Campus	Providing Support for Students' Career Goals											
	Least Important			Between Least Important and Neutral			Neutral			Between Neutral and Most Important		
	N	%		N	%		N	%		N	%	
Falfurrias High School	0	0.0%		0	0.0%		0	0.0%		1	25.0%	
Falfurrias Junior High	0	0.0%		0	0.0%		0	0.0%		1	100.0%	
Alice High School	0	0.0%		0	0.0%		0	0.0%		2	28.6%	
Adams Middle School	0	0.0%		0	0.0%		1	33.3%		1	33.3%	
H. M. King High School	0	0.0%		0	0.0%		0	0.0%		3	75.0%	
Memorial Middle School	0	0.0%		0	0.0%		0	0.0%		1	50.0%	
Miller High School	0	0.0%		1	14.3%		0	0.0%		2	28.6%	
Driscoll Middle School	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Mathis High School	0	0.0%		0	0.0%		0	0.0%		1	50.0%	
McCraw Junior High	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Odem High School	0	0.0%		0	0.0%		0	0.0%		1	100.0%	
Odem Junior High	0	0.0%		0	0.0%		0	0.0%		1	100.0%	
All Campuses	0	0.0%		1	2.9%		1	2.9%		14	40.0%	
										19	54.3%	

Table continues

Table A.14. Rank the Importance of Each Counseling Task (Counselors Only) (Continued)

Campus	Helping Students Plan and Prepare for Postsecondary Education												
	Least Important			Between Least Important and Neutral			Neutral		Between Neutral and Most Important			Most Important	
	N	%		N	%		N	%	N	%	N	%	
Falfurrias High School	0	0.0%		0	0.0%		0	0.0%	0	0.0%	4	100.0%	
Falfurrias Junior High	0	0.0%		0	0.0%		0	0.0%	0	0.0%	0	0.0%	
Alice High School	0	0.0%		0	0.0%		0	0.0%	0	0.0%	5	71.4%	
Adams Middle School	0	0.0%		0	0.0%		1	33.3%	2	66.7%	0	0.0%	
H. M. King High School	0	0.0%		0	0.0%		0	0.0%	1	25.0%	3	75.0%	
Memorial Middle School	0	0.0%		0	0.0%		0	0.0%	1	50.0%	1	50.0%	
Miller High School	0	0.0%		1	14.3%		0	0.0%	1	14.3%	5	71.4%	
Driscoll Middle School	0	0.0%		0	0.0%		0	0.0%	1	50.0%	1	50.0%	
Mathis High School	0	0.0%		0	0.0%		0	0.0%	1	50.0%	1	50.0%	
McCraw Junior High	0	0.0%		0	0.0%		0	0.0%	0	0.0%	1	100.0%	
Odem High School	0	0.0%		0	0.0%		0	0.0%	0	0.0%	1	100.0%	
Odem Junior High	0	0.0%		0	0.0%		0	0.0%	1	100.0%	0	0.0%	
All Campuses	0	0.0%		1	2.9%		1	2.9%	11	31.4%	22	62.9%	

Table continues

Table A.14. Rank the Importance of Each Counseling Task (Counselors Only) (Continued)

Campus	Assisting Students With Matters Related to Personal Growth												
	Least Important			Between Least Important and Neutral			Neutral		Between Neutral and Most Important			Most Important	
	N	%		N	%		N	%	N	%	N	%	
Falfurrias High School	0	0.0%		0	0.0%		0	0.0%	0	0.0%	4	100.0%	
Falfurrias Junior High	0	0.0%		0	0.0%		0	0.0%	0	0.0%	1	100.0%	
Alice High School	0	0.0%		0	0.0%		0	0.0%	0	0.0%	5	71.4%	
Adams Middle School	0	0.0%		0	0.0%		1	33.3%	1	33.3%	1	33.3%	
H. M. King High School	0	0.0%		0	0.0%		0	0.0%	1	25.0%	3	75.0%	
Memorial Middle School	0	0.0%		0	0.0%		0	0.0%	0	0.0%	2	100.0%	
Miller High School	0	0.0%		1	14.3%		0	0.0%	1	14.3%	5	71.4%	
Driscoll Middle School	0	0.0%		0	0.0%		0	0.0%	0	0.0%	2	100.0%	
Mathis High School	0	0.0%		0	0.0%		0	0.0%	2	100.0%	0	0.0%	
McCraw Junior High	0	0.0%		0	0.0%		0	0.0%	0	0.0%	1	100.0%	
Odem High School	0	0.0%		0	0.0%		0	0.0%	0	0.0%	1	100.0%	
Odem Junior High	0	0.0%		0	0.0%		0	0.0%	0	0.0%	1	100.0%	
All Campuses	0	0.0%		1	2.9%		1	2.9%	7	20.0%	26	74.3%	

Table continues

Table A.14. Rank the Importance of Each Counseling Task (Counselors Only) (Continued)

Campus	Coordinating GEAR UP Activities													
	Least Important			Between Least Important and Neutral			Neutral		Between Neutral and Most Important			Most Important		
	N	%		N	%		N	%	N	%	N	%		
Falfurrias High School	0	0.0%		0	0.0%		2	50.0%		1	25.0%		1	25.0%
Falfurrias Junior High	0	0.0%		0	0.0%		0	0.0%		1	100.0%		0	0.0%
Alice High School	0	0.0%		0	0.0%		2	28.6%		1	14.3%		4	57.1%
Adams Middle School	0	0.0%		0	0.0%		1	33.3%		2	66.7%		0	0.0%
H. M. King High School	0	0.0%		0	0.0%		1	25.0%		2	50.0%		1	25.0%
Memorial Middle School	0	0.0%		0	0.0%		0	0.0%		2	100.0%		0	0.0%
Miller High School	1	14.3%		1	14.3%		1	14.3%		4	57.1%		0	0.0%
Driscoll Middle School	0	0.0%		0	0.0%		0	0.0%		1	50.0%		1	50.0%
Mathis High School	0	0.0%		0	0.0%		0	0.0%		1	50.0%		1	50.0%
McCraw Junior High	0	0.0%		0	0.0%		0	0.0%		0	0.0%		1	100.0%
Odem High School	0	0.0%		0	0.0%		0	0.0%		1	100.0%		0	0.0%
Odem Junior High	0	0.0%		0	0.0%		0	0.0%		1	100.0%		0	0.0%
All Campuses	1	2.9%		1	2.9%		7	20.0%		17	48.6%		9	25.7%

Table continues

Table A.14. Rank the Importance of Each Counseling Task (Counselors Only) (Continued)

Campus	Providing Parents With College Planning Information											
	Least Important			Between Least Important and Neutral			Neutral			Between Neutral and Most Important		
	N	%		N	%		N	%		N	%	
Falfurrias High School	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Falfurrias Junior High	0	0.0%		0	0.0%		1	100.0%		0	0.0%	
Alice High School	0	0.0%		0	0.0%		0	0.0%		3	42.9%	
Adams Middle School	0	0.0%		0	0.0%		1	33.3%		1	33.3%	
H. M. King High School	0	0.0%		0	0.0%		0	0.0%		2	50.0%	
Memorial Middle School	0	0.0%		0	0.0%		0	0.0%		1	50.0%	
Miller High School	0	0.0%		1	14.3%		0	0.0%		1	14.3%	
Driscoll Middle School	0	0.0%		0	0.0%		0	0.0%		1	50.0%	
Mathis High School	0	0.0%		0	0.0%		0	0.0%		1	50.0%	
McCraw Junior High	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Odem High School	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Odem Junior High	0	0.0%		0	0.0%		0	0.0%		1	100.0%	
All Campuses	0	0.0%		1	2.9%		2	5.7%		11	31.4%	

Table continues

Table A.14. Rank the Importance of Each Counseling Task (Counselors Only) (Continued)

Campus	Providing Parents With Support and Services											
	Least Important			Between Least Important and Neutral			Neutral			Between Neutral and Most Important		
	N	%		N	%		N	%		N	%	
Falfurrias High School	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Falfurrias Junior High	0	0.0%		0	0.0%		1	100.0%		0	0.0%	
Alice High School	0	0.0%		0	0.0%		0	0.0%		2	28.6%	
Adams Middle School	0	0.0%		0	0.0%		1	33.3%		1	33.3%	
H. M. King High School	0	0.0%		0	0.0%		0	0.0%		2	50.0%	
Memorial Middle School	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Miller High School	0	0.0%		1	14.3%		0	0.0%		1	14.3%	
Driscoll Middle School	0	0.0%		0	0.0%		0	0.0%		1	50.0%	
Mathis High School	0	0.0%		0	0.0%		0	0.0%		1	50.0%	
McCraw Junior High	0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Odem High School	0	0.0%		0	0.0%		0	0.0%		1	100.0%	
Odem Junior High	0	0.0%		0	0.0%		0	0.0%		1	100.0%	
All Campuses	0	0.0%		1	2.9%		2	5.7%		10	28.6%	

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.15. Mean Percentage of Time Spent on Specific Counseling Tasks (Counselors Only)

Campus	Scheduling Courses			Assisting Students in Course Selections			Counseling for Postsecondary Admissions			Testing		
	N		Mean	N		Mean	N		Mean	N		Mean
Falfurrias High School	4		8.8%	4		12.5%	4		11.2%	4		25.0%
Falfurrias Junior High	1		10.0%	1		10.0%	0		0.0%	1		30.0%
Alice High School	4		13.8%	6		7.5%	7		16.7%	6		15.0%
Adams Middle School	3		15.0%	3		11.7%	3		8.3%	3		15.0%
H. M. King High School	4		6.2%	4		6.2%	4		12.5%	4		16.2%
Memorial Middle School	2		17.5%	2		5.5%	2		1.0%	2		20.0%
Miller High School	7		17.1%	7		14.3%	6		20.5%	6		1.0%
Driscoll Middle School	2		10.0%	2		10.0%	2		6.0%	2		2.5%
Mathis High School	1		10.0%	2		10.0%	2		10.0%	1		20.0%
McCraw Junior High	1		20.0%	1		10.0%	1		5.0%	1		15.0%
Odem High School	1		6.0%	1		6.0%	1		20.0%	1		50.0%
Odem Junior High	1		10.0%	1		5.0%	1		5.0%	1		25.0%
All Campuses	31		12.6%	34		9.9%	33		12.8%	32		15.3%

Table continues

Table A.15. Mean Percentage of Time Spent on Specific Counseling Tasks (Counselors Only) (Continued)

Campus	Career Counseling		Counseling Students' Personal Issues and Concerns		Other Counseling Tasks		Coordinating GEAR UP Activities	
	N	Mean	N	Mean	N	Mean	N	Mean
Falfurrias High School	3	8.3%	3	11.7%	3	6.7%	4	11.2%
Falfurrias Junior High	0	0.0%	1	20.0%	1	10.0%	1	15.0%
Alice High School	7	6.3%	5	17.4%	5	19.0%	7	11.3%
Adams Middle School	3	8.3%	3	10.0%	3	8.3%	3	10.0%
H. M. King High School	4	10.0%	4	27.5%	3	8.3%	4	6.2%
Memorial Middle School	2	0.5%	2	26.5%	2	3.5%	2	17.5%
Miller High School	6	10.0%	7	19.3%	7	6.0%	6	4.2%
Driscoll Middle School	2	6.5%	2	35.0%	2	1.0%	2	12.5%
Mathis High School	2	10.0%	2	35.0%	2	7.5%	1	5.0%
McCraw Junior High	1	10.0%	1	10.0%	1	3.0%	1	15.0%
Odem High School	1	5.0%	1	6.0%	1	2.0%	1	1.0%
Odem Junior High	1	5.0%	1	20.0%	1	10.0%	1	5.0%
All Campuses	32	7.8%	32	20.2%	31	8.3%	33	9.2%

Table continues

Table A.15. Mean Percentage of Time Spent on Specific Counseling Tasks (Counselors Only) (Continued)

Campus	Providing Parents With College Planning Information		Providing Parents or Families With Non-Academic Support and Services	
	N	Mean	N	Mean
Falfurrias High School	4	6.2%	3	6.7%
Falfurrias Junior High	0	0.0%	1	5.0%
Alice High School	6	5.0%	5	11.6%
Adams Middle School	3	6.7%	3	6.7%
H. M. King High School	4	5.0%	4	3.8%
Memorial Middle School	2	3.0%	2	5.0%
Miller High School	6	7.5%	7	6.3%
Driscoll Middle School	2	6.5%	2	10.0%
Mathis High School	1	10.0%	1	10.0%
McCraw Junior High	1	10.0%	1	2.0%
Odem High School	1	3.0%	1	1.0%
Odem Junior High	1	5.0%	1	10.0%
All Campuses	31	6.0%	31	6.9%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.16. About How Often Do You Interact With Colleagues in Each of the Following Ways? (Teachers Only)

Campus	Have Informal Discussions With Colleagues Regarding Strategies for Vertical Teams									
	Never		Rarely		Sometimes		Often		Almost Daily	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	9	27.3%	8	24.2%	12	36.4%	3	9.1%	1	3.0%
Falfurrias Junior High	2	9.1%	6	27.3%	6	27.3%	6	27.3%	2	9.1%
Alice High School	9	8.8%	28	27.5%	36	35.3%	26	25.5%	3	2.9%
Adams Middle School	2	3.6%	12	21.4%	25	44.6%	11	19.6%	6	10.7%
H. M. King High School	5	7.1%	10	14.3%	24	34.3%	11	15.7%	20	28.6%
Memorial Middle School	0	0.0%	10	26.3%	17	44.7%	7	18.4%	4	10.5%
Miller High School	3	3.3%	15	16.7%	30	33.3%	26	28.9%	16	17.8%
Driscoll Middle School	4	11.1%	9	25.0%	17	47.2%	3	8.3%	3	8.3%
Mathis High School	1	2.6%	5	12.8%	17	43.6%	14	35.9%	2	5.1%
McCraw Junior High	1	5.3%	3	15.8%	4	21.1%	9	47.4%	2	10.5%
Odem High School	4	13.3%	7	23.3%	12	40.0%	5	16.7%	2	6.7%
Odem Junior High	2	8.7%	5	21.7%	10	43.5%	6	26.1%	0	0.0%
All Campuses	42	7.5%	118	21.1%	210	37.6%	127	22.8%	61	10.9%

Table continues

Table A.16. About How Often Do You Interact With Colleagues in Each of the Following Ways? (Teachers Only) (Continued)

Campus	Receive Feedback From Other Teachers Based on Their Observations of My Teaching									
	Never		Rarely		Sometimes		Often		Almost Daily	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	8	24.2%	15	45.5%	7	21.2%	2	6.1%	1	3.0%
Falfurrias Junior High	4	18.2%	8	36.4%	7	31.8%	1	4.5%	2	9.1%
Alice High School	17	16.7%	30	29.4%	37	36.3%	17	16.7%	1	1.0%
Adams Middle School	10	17.9%	16	28.6%	23	41.1%	5	8.9%	2	3.6%
H. M. King High School	14	20.0%	16	22.9%	31	44.3%	7	10.0%	2	2.9%
Memorial Middle School	5	13.2%	17	44.7%	8	21.1%	7	18.4%	1	2.6%
Miller High School	6	6.7%	22	24.4%	38	42.2%	22	24.4%	2	2.2%
Driscoll Middle School	5	13.9%	12	33.3%	12	33.3%	6	16.7%	1	2.8%
Mathis High School	2	5.1%	12	30.8%	16	41.0%	8	20.5%	1	2.6%
McCraw Junior High	1	5.3%	6	31.6%	7	36.8%	4	21.1%	1	5.3%
Odem High School	11	36.7%	6	20.0%	8	26.7%	4	13.3%	1	3.3%
Odem Junior High	5	21.7%	9	39.1%	4	17.4%	5	21.7%	0	0.0%
All Campuses	88	15.8%	169	30.3%	198	35.5%	88	15.8%	15	2.7%

Table continues

Table A.16. About How Often Do You Interact With Colleagues in Each of the Following Ways? (Teachers Only) (Continued)

Campus	Provide Feedback to Other Teachers Based on My Observations of Their Teaching									
	Never		Rarely		Sometimes		Often		Almost Daily	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	7	21.2%	13	39.4%	10	30.3%	2	6.1%	1	3.0%
Falfurrias Junior High	4	18.2%	9	40.9%	7	31.8%	0	.0%	2	9.1%
Alice High School	23	22.5%	34	33.3%	30	29.4%	13	12.7%	2	2.0%
Adams Middle School	16	28.6%	18	32.1%	16	28.6%	4	7.1%	2	3.6%
H. M. King High School	20	28.6%	18	25.7%	23	32.9%	6	8.6%	3	4.3%
Memorial Middle School	8	21.1%	14	36.8%	10	26.3%	6	15.8%	0	.0%
Miller High School	5	5.6%	19	21.1%	44	48.9%	19	21.1%	3	3.3%
Driscoll Middle School	7	19.4%	13	36.1%	12	33.3%	2	5.6%	2	5.6%
Mathis High School	2	5.1%	11	28.2%	18	46.2%	7	17.9%	1	2.6%
McCraw Junior High	1	5.3%	9	47.4%	6	31.6%	3	15.8%	0	0.0%
Odem High School	12	40.0%	6	20.0%	8	26.7%	3	10.0%	1	3.3%
Odem Junior High	5	21.7%	8	34.8%	6	26.1%	4	17.4%	0	0.0%
All Campuses	110	19.7%	172	30.8%	190	34.1%	69	12.4%	17	3.0%

Table continues

Table A.16. About How Often Do You Interact With Colleagues in Each of the Following Ways? (Teachers Only) (Continued)

Campus	Consult With Other Teachers About Students' Academic Performance									
	Never		Rarely		Sometimes		Often		Almost Daily	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	1	3.0%	1	3.0%	18	54.5%	9	27.3%	4	12.1%
Falfurrias Junior High	0	0.0%	1	4.5%	8	36.4%	7	31.8%	6	27.3%
Alice High School	0	0.0%	12	11.8%	36	35.3%	46	45.1%	8	7.8%
Adams Middle School	0	0.0%	5	8.9%	15	26.8%	28	50.0%	8	14.3%
H. M. King High School	2	2.9%	5	7.1%	27	38.6%	24	34.3%	12	17.1%
Memorial Middle School	0	0.0%	4	10.5%	11	28.9%	20	52.6%	3	7.9%
Miller High School	0	0.0%	2	2.2%	25	27.8%	51	56.7%	12	13.3%
Driscoll Middle School	0	0.0%	5	13.9%	7	19.4%	14	38.9%	10	27.8%
Mathis High School	0	0.0%	0	0.0%	9	23.1%	17	43.6%	13	33.3%
McCraw Junior High	0	0.0%	0	0.0%	3	15.8%	10	52.6%	6	31.6%
Odem High School	0	0.0%	4	13.3%	14	46.7%	10	33.3%	2	6.7%
Odem Junior High	0	0.0%	2	8.7%	8	34.8%	11	47.8%	2	8.7%
All Campuses	3	0.5%	41	7.3%	181	32.4%	247	44.3%	86	15.4%

Table continues

Table A.16. About How Often Do You Interact With Colleagues in Each of the Following Ways? (Teachers Only) (Continued)

Campus	Work With a Subject-Area Peer(s) ON MY CAMPUS to Develop a Lesson Plan or Class Activity									
	Never		Rarely		Sometimes		Often		Almost Daily	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	3	9.1%	13	39.4%	12	36.4%	4	12.1%	1	3.0%
Falfurrias Junior High	0	0.0%	4	18.2%	7	31.8%	6	27.3%	5	22.7%
Alice High School	8	7.8%	18	17.6%	29	28.4%	32	31.4%	15	14.7%
Adams Middle School	1	1.8%	10	17.9%	13	23.2%	22	39.3%	10	17.9%
H. M. King High School	5	7.1%	11	15.7%	14	20.0%	16	22.9%	24	34.3%
Memorial Middle School	2	5.3%	6	15.8%	9	23.7%	16	42.1%	5	13.2%
Miller High School	1	1.1%	6	6.7%	34	37.8%	36	40.0%	13	14.4%
Driscoll Middle School	8	22.2%	4	11.1%	7	19.4%	14	38.9%	3	8.3%
Mathis High School	0	0.0%	4	10.3%	16	41.0%	15	38.5%	4	10.3%
McCraw Junior High	2	10.5%	1	5.3%	7	36.8%	9	47.4%	0	0.0%
Odem High School	7	23.3%	8	26.7%	10	33.3%	4	13.3%	1	3.3%
Odem Junior High	3	13.0%	4	17.4%	10	43.5%	6	26.1%	0	0.0%
All Campuses	40	7.2%	89	15.9%	168	30.1%	180	32.3%	81	14.5%

Table continues

Table A.16. About How Often Do You Interact With Colleagues in Each of the Following Ways? (Teachers Only) (Continued)

Campus	Work With a Subject-Area Peer(a) From a FEEDER PATTERN CAMPUS to Develop a Lesson Plan or Class Activity									
	Never		Rarely		Sometimes		Often		Almost Daily	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	16	48.5%	9	27.3%	6	18.2%	2	6.1%	0	0.0%
Falfurrias Junior High	9	40.9%	5	22.7%	4	18.2%	2	9.1%	2	9.1%
Alice High School	41	40.2%	33	32.4%	14	13.7%	12	11.8%	2	2.0%
Adams Middle School	19	33.9%	22	39.3%	9	16.1%	6	10.7%	0	0.0%
H. M. King High School	31	44.3%	17	24.3%	10	14.3%	7	10.0%	5	7.1%
Memorial Middle School	10	26.3%	16	42.1%	7	18.4%	3	7.9%	2	5.3%
Miller High School	28	31.1%	19	21.1%	18	20.0%	16	17.8%	9	10.0%
Driscoll Middle School	12	33.3%	10	27.8%	8	22.2%	2	5.6%	4	11.1%
Mathis High School	7	17.9%	15	38.5%	8	20.5%	7	17.9%	2	5.1%
McCraw Junior High	5	26.3%	5	26.3%	3	15.8%	6	31.6%	0	0.0%
Odem High School	14	46.7%	10	33.3%	3	10.0%	2	6.7%	1	3.3%
Odem Junior High	10	43.5%	4	17.4%	6	26.1%	3	13.0%	0	0.0%
All Campuses	202	36.2%	165	29.6%	96	17.2%	68	12.2%	27	4.8%

Table continues

Table A.16. About How Often Do You Interact With Colleagues in Each of the Following Ways? (Teachers Only) (Continued)

Campus	Work With a Colleague(s) in a Different Subject Area to Develop a Lesson Plan or Class Activity											
	Never		Rarely		Sometimes		Often		Almost Daily			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	12	36.4%	8	24.2%	11	33.3%	2	6.1%	0	0.0%		
Falfurrias Junior High	6	27.3%	7	31.8%	5	22.7%	3	13.6%	1	4.5%		
Alice High School	30	29.4%	41	40.2%	19	18.6%	11	10.8%	1	1.0%		
Adams Middle School	19	33.9%	19	33.9%	17	30.4%	0	0.0%	1	1.8%		
H. M. King High School	28	40.0%	25	35.7%	13	18.6%	2	2.9%	2	2.9%		
Memorial Middle School	7	18.4%	16	42.1%	11	28.9%	3	7.9%	1	2.6%		
Miller High School	13	14.4%	25	27.8%	32	35.6%	15	16.7%	5	5.6%		
Driscoll Middle School	8	22.2%	11	30.6%	11	30.6%	4	11.1%	2	5.6%		
Mathis High School	0	0.0%	10	25.6%	17	43.6%	10	25.6%	2	5.1%		
McCraw Junior High	1	5.3%	4	21.1%	6	31.6%	8	42.1%	0	0.0%		
Odem High School	8	26.7%	10	33.3%	9	30.0%	2	6.7%	1	3.3%		
Odem Junior High	5	21.7%	6	26.1%	8	34.8%	4	17.4%	0	0.0%		
All Campuses	137	24.6%	182	32.6%	159	28.5%	64	11.5%	16	2.9%		

Table continues

Table A.16. About How Often Do You Interact With Colleagues in Each of the Following Ways? (Teachers Only) (Continued)

Campus	Act As a Vertical Team Coach or Mentor to Other Teachers or Staff at My School											
	Never		Rarely		Sometimes		Often		Almost Daily			
	N	%	N	%	N	%	N	%	N	%		
Falfurrias High School	20	60.6%	3	9.1%	9	27.3%	1	3.0%	0	0.0%		
Falfurrias Junior High	13	59.1%	7	31.8%	1	4.5%	0	0.0%	1	4.5%		
Alice High School	61	59.8%	19	18.6%	14	13.7%	7	6.9%	1	1.0%		
Adams Middle School	29	51.8%	13	23.2%	8	14.3%	6	10.7%	0	0.0%		
H. M. King High School	41	58.6%	11	15.7%	12	17.1%	2	2.9%	4	5.7%		
Memorial Middle School	14	36.8%	7	18.4%	13	34.2%	4	10.5%	0	0.0%		
Miller High School	27	30.0%	20	22.2%	25	27.8%	12	13.3%	6	6.7%		
Driscoll Middle School	16	44.4%	7	19.4%	6	16.7%	5	13.9%	2	5.6%		
Mathis High School	8	20.5%	9	23.1%	19	48.7%	3	7.7%	0	0.0%		
McCraw Junior High	4	21.1%	6	31.6%	5	26.3%	3	15.8%	1	5.3%		
Odem High School	15	50.0%	5	16.7%	8	26.7%	1	3.3%	1	3.3%		
Odem Junior High	7	30.4%	9	39.1%	4	17.4%	3	13.0%	0	0.0%		
All Campuses	255	45.7%	116	20.8%	124	22.2%	47	8.4%	16	2.9%		

Table continues

Table A.16. About How Often Do You Interact With Colleagues in Each of the Following Ways? (Teachers Only) (Continued)

Campus	Receive Vertical Team Coaching or Mentoring From External Source Such As a Professional Curriculum Developer, or University Faculty Fellow											
	Never		Rarely		Sometimes		Often		Almost Daily			
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	11	33.3%	11	33.3%	10	30.3%	1	3.0%	0	0.0%	0	0.0%
Falfurrias Junior High	8	36.4%	8	36.4%	3	13.6%	3	13.6%	0	0.0%	0	0.0%
Alice High School	47	46.1%	29	28.4%	18	17.6%	8	7.8%	0	0.0%	0	0.0%
Adams Middle School	21	37.5%	16	28.6%	14	25.0%	5	8.9%	0	0.0%	0	0.0%
H. M. King High School	28	40.0%	16	22.9%	19	27.1%	6	8.6%	1	1.4%	0	0.0%
Memorial Middle School	9	23.7%	11	28.9%	12	31.6%	6	15.8%	0	0.0%	0	0.0%
Miller High School	25	27.8%	20	22.2%	28	31.1%	13	14.4%	4	4.4%	0	0.0%
Driscoll Middle School	10	27.8%	9	25.0%	11	30.6%	5	13.9%	1	2.8%	0	0.0%
Mathis High School	5	12.8%	8	20.5%	19	48.7%	7	17.9%	0	0.0%	0	0.0%
McCraw Junior High	4	21.1%	7	36.8%	5	26.3%	3	15.8%	0	0.0%	0	0.0%
Odem High School	11	36.7%	6	20.0%	11	36.7%	1	3.3%	1	3.3%	0	0.0%
Odem Junior High	7	30.4%	9	39.1%	5	21.7%	2	8.7%	0	0.0%	0	0.0%
All Campuses	186	33.3%	150	26.9%	155	27.8%	60	10.8%	7	1.3%	0	0.0%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.17. Responses to Statements Regarding Advanced Placement (Teachers Only)

Campus	I am teaching one or more AP courses this school year.						I have attended an AP summer institute offered by the College Board.						Are your AP students required to take the AP exam?					
	No		Yes		No		Yes		No		Yes		No		Yes		No	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	21	63.6%	12	36.4%	25	75.8%	8	24.2%	6	75.0%	2	25.0%	6	75.0%	2	25.0%	2	25.0%
Falfurrias Junior High	16	72.7%	6	27.3%	14	63.6%	8	36.4%	8	100.0%	0	0.0%	8	100.0%	0	0.0%	0	0.0%
Alice High School	68	66.7%	34	33.3%	88	86.3%	14	13.7%	14	13.7%	17	30.4%	15	88.2%	2	11.8%	14	100.0%
Adams Middle School	46	82.1%	10	17.9%	39	69.6%	17	30.4%	11	15.7%	2	18.2%	9	100.0%	0	0.0%	8	50.0%
H. M. King High School	50	71.4%	20	28.6%	59	84.3%	11	15.7%	9	23.7%	16	17.8%	12	100.0%	0	0.0%	7	63.6%
Memorial Middle School	25	65.8%	13	34.2%	29	76.3%	9	23.7%	6	31.6%	8	50.0%	6	75.0%	2	25.0%	0	0.0%
Miller High School	69	76.7%	21	23.3%	74	82.2%	16	17.8%	12	33.3%	11	28.2%	4	36.4%	0	0.0%	0	0.0%
Driscoll Middle School	22	61.1%	14	38.9%	24	66.7%	12	33.3%	11	28.2%	6	26.7%	6	75.0%	1	100.0%	0	0.0%
Mathis High School	27	69.2%	12	30.8%	28	71.8%	11	28.2%	13	68.4%	8	43.3%	1	100.0%	0	0.0%	0	0.0%
McCraw Junior High	7	36.8%	12	63.2%	22	73.3%	8	26.7%	22	95.7%	1	4.3%	77	63.6%	44	36.4%	0	0.0%
Odem High School	21	70.0%	9	30.0%	22	73.3%	8	26.7%	22	95.7%	1	4.3%	77	63.6%	44	36.4%	0	0.0%
Odem Junior High	21	91.3%	2	8.7%	22	95.7%	1	4.3%	22	95.7%	1	4.3%	77	63.6%	44	36.4%	0	0.0%
All Campuses	393	70.4%	165	29.6%	437	78.3%	121	21.7%	121	21.7%	121	21.7%	77	63.6%	44	36.4%	0	0.0%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.18. Including the Current School Year, How Many Years Have You Been Teaching AP or Pre-AP Courses? (Teachers Only)

Campus	N	Average Number of Years
Falfurrias High School	8	5.0
Falfurrias Junior High	8	6.9
Alice High School	14	6.4
Adams Middle School	17	6.1
H. M. King High School	11	3.2
Memorial Middle School	9	4.0
Miller High School	15	3.0
Driscoll Middle School	12	5.2
Mathis High School	11	3.3
McCraw Junior High	6	4.7
Odem High School	8	6.8
Odem Junior High	1	1.0
All Campuses	120	4.9

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.19. Responses to Statements Regarding Faculty Fellows (Teachers Only)

Campus	Did you attend a Faculty Fellows orientation meeting?			Have you been assigned a faculty mentor through the Faculty Fellows program at Texas A&M Kingsville or Texas A&M Corpus Christi?		
	No		Yes	No		Yes
	N	%	N	N	%	N
Falfurrias High School	30	90.9%	3	27	81.8%	6
Falfurrias Junior High	20	90.9%	2	17	77.3%	5
Alice High School	98	96.1%	4	96	94.1%	6
Adams Middle School	53	94.6%	3	51	91.1%	5
H. M. King High School	69	98.6%	1	66	94.3%	4
Memorial Middle School	34	89.5%	4	32	84.2%	6
Miller High School	87	96.7%	3	78	86.7%	12
Driscoll Middle School	34	94.4%	2	30	83.3%	6
Mathis High School	37	94.9%	2	36	92.3%	3
McCraw Junior High	17	89.5%	2	12	63.2%	7
Odem High School	26	86.7%	4	26	86.7%	4
Odem Junior High	23	100.0%	0	21	91.3%	2
All Campuses	528	94.6%	30	492	88.2%	66

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.20. How Frequently Do You Communicate With Your University Faculty Fellow? (Only Teachers Assigned a Faculty Fellow)

Campus	At Least Once a Week			At Least Once a Month			1-2 Times a Semester			Other		
	N		%	N		%	N		%	N		%
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	3	50.0%	1	16.7%	2	33.3%	2	33.3%	2	33.3%
Falfurrias Junior High	1	20.0%	3	60.0%	0	0.0%	1	20.0%	1	20.0%	1	20.0%
Alice High School	2	33.3%	0	0.0%	2	33.3%	2	33.3%	2	33.3%	2	33.3%
Adams Middle School	1	20.0%	0	0.0%	2	40.0%	2	40.0%	2	40.0%	2	40.0%
H. M. King High School	0	0.0%	1	25.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%
Memorial Middle School	0	0.0%	1	16.7%	1	16.7%	4	66.7%	4	66.7%	4	66.7%
Miller High School	2	16.7%	6	50.0%	3	25.0%	1	8.3%	1	8.3%	1	8.3%
Driscoll Middle School	3	50.0%	2	33.3%	1	16.7%	0	0.0%	0	0.0%	0	0.0%
Mathis High School	1	33.3%	1	33.3%	0	0.0%	1	33.3%	1	33.3%	1	33.3%
McCraw Junior High	1	14.3%	1	14.3%	4	57.1%	1	14.3%	1	14.3%	1	14.3%
Odem High School	1	25.0%	1	25.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%
Odem Junior High	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%
All Campuses	12	18.2%	20	30.3%	20	30.3%	14	21.2%	14	21.2%	14	21.2%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

Table A.21. How Useful Were Any Lectures, Presentations, or Demonstrations Given by a University Faculty Fellow in Your Class? (Only Teachers Assigned a Faculty Fellow)

Campus	Very Useful		Somewhat Useful		Not Very Useful		My Faculty Fellow did not give a lecture/presentation/demonstration.	
	N	%	N	%	N	%	N	%
Falfurrias High School	2	33.3%	2	33.3%	0	0.0%	2	33.3%
Falfurrias Junior High	2	40.0%	2	40.0%	1	20.0%	0	0.0%
Alice High School	2	33.3%	0	0.0%	2	33.3%	2	33.3%
Adams Middle School	0	0.0%	1	20.0%	0	0.0%	4	80.0%
H. M. King High School	0	0.0%	1	25.0%	0	0.0%	3	75.0%
Memorial Middle School	1	16.7%	2	33.3%	0	0.0%	3	50.0%
Miller High School	0	0.0%	2	16.7%	7	58.3%	3	25.0%
Driscoll Middle School	2	33.3%	4	66.7%	0	0.0%	0	0.0%
Mathis High School	3	100.0%	0	0.0%	0	0.0%	0	0.0%
McCraw Junior High	3	42.9%	2	28.6%	1	14.3%	1	14.3%
Odem High School	4	100.0%	0	0.0%	0	0.0%	0	0.0%
Odem Junior High	0	0.0%	1	50.0%	0	0.0%	1	50.0%
All Campuses	19	28.8%	17	25.8%	11	16.7%	19	28.8%

Source. STAR Teacher, Librarian, and Counselor survey, spring 2010.

APPENDIX B

SPRING 2010 PARENT SURVEY TABLES

Table B.1. How Many Times Have You Visited Your Child's School in the Past Year?

Campus	N	Mean
Falfurrias High School	36	20.0
Falfurrias Junior High	31	9.6
Alice High School	128	20.3
Adams Middle School	79	14.9
H. M. King High School	108	39.4
Memorial Middle School	52	8.7
Miller High School	92	40.3
Driscoll Middle School	33	24.1
Mathis High School	51	62.8
McCraw Junior High	22	12.0
Odem High School	21	28.3
Odem Junior High	16	100.1
All Campuses	669	29.4

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.2. Which of the Following School Activities Have You Participated in Over the Course of the Past School Year? (Continued)

Campus	Talked With a Teacher or Administrator About Your Child's Education				Received College Planning Information or Other Counseling Services From the School Counselor			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Falfurrias High School	26	72.2%	10	27.8%	0	0.0%	18	50.0%
Falfurrias Junior High	25	80.6%	5	16.1%	1	3.2%	20	64.5%
Alice High School	110	85.9%	18	14.1%	0	0.0%	64	50.0%
Adams Middle School	62	78.5%	16	20.3%	1	1.3%	50	63.3%
H. M. King High School	95	88.0%	13	12.0%	0	0.0%	63	58.3%
Memorial Middle School	44	84.6%	8	15.4%	0	0.0%	40	76.9%
Miller High School	64	69.6%	28	30.4%	0	0.0%	50	54.3%
Driscoll Middle School	24	72.7%	9	27.3%	0	0.0%	25	75.8%
Mathis High School	39	76.5%	12	23.5%	0	0.0%	25	49.0%
McCraw Junior High	15	68.2%	7	31.8%	0	0.0%	16	72.7%
Odem High School	17	81.0%	4	19.0%	0	0.0%	11	52.4%
Odem Junior High	12	75.0%	4	25.0%	0	0.0%	11	68.8%
All Campuses	533	79.7%	134	20.0%	2	0.3%	270	40.4%
							393	58.7%
							6	0.9%

Table continues

Table B.2. Which of the Following School Activities Have You Participated in Over the Course of the Past School Year? (Continued)

Campus	Received a Home Visit From a Teacher, Counselor, or Administrator at Your Child's School					
	Yes			No		
	N	%		N	%	
Falfurrias High School	4	11.1%		32	88.9%	0
Falfurrias Junior High	4	12.9%		27	87.1%	0
Alice High School	5	3.9%		123	96.1%	0
Adams Middle School	2	2.5%		77	97.5%	0
H. M. King High School	5	4.6%		103	95.4%	0
Memorial Middle School	3	5.8%		49	94.2%	0
Miller High School	6	6.5%		86	93.5%	0
Driscoll Middle School	6	18.2%		26	78.8%	1
Mathis High School	6	11.8%		45	88.2%	0
McCraw Junior High	1	4.5%		21	95.5%	0
Odem High School	1	4.8%		20	95.2%	0
Odem Junior High	1	6.3%		15	93.8%	0
All Campuses	44	6.6%		624	93.3%	1
						0.1%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.3. Which of the Following College and Career Awareness Activities Have You Participated in Over the Course of the Past School Year?

Campus	Visited a College Campus With Your Child's School				Attended a College or Career Fair at Your Child's School			
	Yes	No	Don't Know or Refused to Answer		Yes	No	Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%
Falfurrias High School	8	22.2%	28	77.8%	0	0.0%	9	25.0%
Falfurrias Junior High	0	0.0%	31	100.0%	0	0.0%	26	83.9%
Alice High School	29	22.7%	99	77.3%	0	0.0%	47	36.7%
Adams Middle School	19	24.1%	60	75.9%	0	0.0%	14	17.7%
H. M. King High School	14	13.0%	93	86.1%	1	0.9%	25	23.1%
Memorial Middle School	8	15.4%	44	84.6%	0	0.0%	2	3.8%
Miller High School	11	12.0%	81	88.0%	0	0.0%	21	22.8%
Driscoll Middle School	4	12.1%	29	87.9%	0	0.0%	5	15.2%
Mathis High School	7	13.7%	44	86.3%	0	0.0%	14	27.5%
McCraw Junior High	1	4.5%	21	95.5%	0	0.0%	3	13.6%
Odem High School	6	28.6%	15	71.4%	0	0.0%	5	23.8%
Odem Junior High	2	12.5%	14	87.5%	0	0.0%	4	25.0%
All Campuses	109	16.3%	559	83.6%	1	0.1%	154	23.0%
							514	76.8%
							1	0.1%

Table continues

Table B.3. Which of the Following College and Career Awareness Activities Have You Participated in Over the Course of the Past School Year?
(Continued)

Campus	Attended a Workshop on Preparing for College (E.G., Learning About Applications, Financial Aid, Entrance Exams)				Received Assistance in Completing Financial Aid, Scholarships, and College Applications			
	Yes	No	Don't Know or Refused to Answer		Yes	No	Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%
Falfurrias High School	7	19.4%	29	80.6%	0	0.0%	11	30.6%
Falfurrias Junior High	3	9.7%	28	90.3%	0	0.0%	0	0.0%
Alice High School	33	25.8%	95	74.2%	0	0.0%	24	18.8%
Adams Middle School	11	13.9%	68	86.1%	0	0.0%	4	5.1%
H. M. King High School	21	19.4%	86	79.6%	1	0.9%	11	10.2%
Memorial Middle School	2	3.8%	50	96.2%	0	0.0%	1	1.9%
Miller High School	12	13.0%	80	87.0%	0	0.0%	15	16.3%
Driscoll Middle School	4	12.1%	29	87.9%	0	0.0%	2	6.1%
Mathis High School	14	27.5%	37	72.5%	0	0.0%	13	25.5%
McCraw Junior High	2	9.1%	20	90.9%	0	0.0%	2	9.1%
Odem High School	6	28.6%	15	71.4%	0	0.0%	3	14.3%
Odem Junior High	3	18.8%	13	81.3%	0	0.0%	0	0.0%
All Campuses	118	17.6%	550	82.2%	1	0.1%	86	12.9%
							579	86.5%
							4	0.6%

Table continues

Table B.3. Which of the Following College and Career Awareness Activities Have You Participated in Over the Course of the Past School Year?
(Continued)

Campus	Attended a Workshop on Careers With Your Child (e.g., Available Careers, Applying for Careers, Creating Resumes)						Attended a FACE Activity With Your Child					
	Yes		No		Don't Know or Refused to Answer		Yes		No		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	6	16.7%	30	83.3%	0	0.0%	4	11.1%	32	88.9%	0	0.0%
Falfurrias Junior High	1	3.2%	30	96.8%	0	0.0%	8	25.8%	23	74.2%	0	0.0%
Alice High School	29	22.7%	98	76.6%	1	0.8%	31	24.2%	96	75.0%	1	0.8%
Adams Middle School	10	12.7%	69	87.3%	0	0.0%	16	20.3%	62	78.5%	1	1.3%
H. M. King High School	8	7.4%	100	92.6%	0	0.0%	6	5.6%	101	93.5%	1	0.9%
Memorial Middle School	0	0.0%	52	100.0%	0	0.0%	1	1.9%	50	96.2%	1	1.9%
Miller High School	7	7.6%	85	92.4%	0	0.0%	10	10.9%	81	88.0%	1	1.1%
Driscoll Middle School	2	6.1%	31	93.9%	0	0.0%	10	30.3%	22	66.7%	1	3.0%
Mathis High School	9	17.6%	40	78.4%	2	3.9%	12	23.5%	39	76.5%	0	0.0%
McCraw Junior High	3	13.6%	19	86.4%	0	0.0%	2	9.1%	20	90.9%	0	0.0%
Odem High School	3	14.3%	18	85.7%	0	0.0%	6	28.6%	15	71.4%	0	0.0%
Odem Junior High	2	12.5%	14	87.5%	0	0.0%	7	43.8%	9	56.3%	0	0.0%
All Campuses	80	12.0%	586	87.6%	3	0.4%	113	16.9%	550	82.2%	6	0.9%

Table continues

Table B.3. Which of the Following College and Career Awareness Activities Have You Participated in Over the Course of the Past School Year? (Continued)

Campus	Yes						Other					
	Yes		No		Don't Know or Refused to Answer		Yes		No		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	1	2.8%	35	97.2%	0	0.0%						
Falfurrias Junior High	2	6.5%	29	93.5%	0	0.0%						
Alice High School	8	6.3%	119	93.0%	1	0.8%						
Adams Middle School	5	6.3%	73	92.4%	1	1.3%						
H. M. King High School	7	6.5%	100	92.6%	1	0.9%						
Memorial Middle School	8	15.4%	43	82.7%	1	1.9%						
Miller High School	3	3.3%	86	93.5%	3	3.3%						
Driscoll Middle School	0	0.0%	33	100.0%	0	0.0%						
Mathis High School	3	5.9%	46	90.2%	2	3.9%						
McCraw Junior High	2	9.1%	20	90.9%	0	0.0%						
Odem High School	0	0.0%	21	100.0%	0	0.0%						
Odem Junior High	2	12.5%	14	87.5%	0	0.0%						
All Campuses	41	6.1%	619	92.5%	9	1.3%						

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.4. How Familiar Are You With the GEAR UP, STAR Program at Your Child's School?

Campus	Not Familiar At All		Not Very Familiar		Somewhat Familiar		Very Familiar		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	14	38.9%	5	13.9%	11	30.6%	6	16.7%	0	0.0%
Falfurrias Junior High	12	38.7%	6	19.4%	7	22.6%	6	19.4%	0	0.0%
Alice High School	32	25.0%	28	21.9%	50	39.1%	15	11.7%	3	2.3%
Adams Middle School	27	34.2%	16	20.3%	23	29.1%	12	15.2%	1	1.3%
H. M. King High School	59	54.6%	18	16.7%	18	16.7%	12	11.1%	1	0.9%
Memorial Middle School	26	50.0%	12	23.1%	10	19.2%	2	3.8%	2	3.8%
Miller High School	47	51.1%	19	20.7%	18	19.6%	6	6.5%	2	2.2%
Driscoll Middle School	16	48.5%	4	12.1%	10	30.3%	3	9.1%	0	0.0%
Mathis High School	22	43.1%	6	11.8%	16	31.4%	7	13.7%	0	0.0%
McCraw Junior High	13	59.1%	4	18.2%	4	18.2%	1	4.5%	0	0.0%
Odem High School	3	14.3%	4	19.0%	9	42.9%	5	23.8%	0	0.0%
Odem Junior High	1	6.3%	6	37.5%	3	18.8%	6	37.5%	0	0.0%
All Campuses	272	40.7%	128	19.1%	179	26.8%	81	12.1%	9	1.3%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.5. Over the Past School Year, How Often Did You Do Each of the Following Activities?

	Assist With or Monitor Your Child's Homework at Home									
	Never		Several Times A Month		Several Times A Week		Every Day		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%	N	%
Campus										
Falfurrias High School	10	27.8%	9	25.0%	11	30.6%	6	16.7%	0	0.0%
Falfurrias Junior High	3	9.7%	7	22.6%	8	25.8%	13	41.9%	0	0.0%
Alice High School	16	12.5%	25	19.5%	36	28.1%	50	39.1%	1	0.8%
Adams Middle School	5	6.3%	8	10.1%	31	39.2%	35	44.3%	0	0.0%
H. M. King High School	17	15.7%	25	23.1%	35	32.4%	30	27.8%	1	0.9%
Memorial Middle School	8	15.4%	11	21.2%	17	32.7%	16	30.8%	0	0.0%
Miller High School	31	33.7%	24	26.1%	16	17.4%	21	22.8%	0	0.0%
Driscoll Middle School	3	9.1%	9	27.3%	10	30.3%	11	33.3%	0	0.0%
Mathis High School	10	19.6%	9	17.6%	15	29.4%	17	33.3%	0	0.0%
McCraw Junior High	5	22.7%	3	13.6%	6	27.3%	8	36.4%	0	0.0%
Odem High School	5	23.8%	7	33.3%	4	19.0%	5	23.8%	0	0.0%
Odem Junior High	2	12.5%	3	18.8%	4	25.0%	7	43.8%	0	0.0%
All Campuses	115	17.2%	140	20.9%	193	28.8%	219	32.7%	2	0.3%

Table continues

Table B.5. Over the Past School Year, how Often Did You Do Each of the Following Activities? (Continued)

Campus	Tutor Your Child at Home Using Materials and Instructions Provided by the Teacher									
	Never		Several Times A Month		Several Times A Week		Every Day		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	17	47.2%	9	25.0%	5	13.9%	4	11.1%	1	2.8%
Falfurrias Junior High	10	32.3%	6	19.4%	7	22.6%	8	25.8%	0	0.0%
Alice High School	60	46.9%	34	26.6%	23	18.0%	10	7.8%	1	0.8%
Adams Middle School	28	35.4%	24	30.4%	20	25.3%	6	7.6%	1	1.3%
H. M. King High School	69	63.9%	20	18.5%	9	8.3%	10	9.3%	0	0.0%
Memorial Middle School	26	50.0%	10	19.2%	9	17.3%	6	11.5%	1	1.9%
Miller High School	47	51.1%	21	22.8%	17	18.5%	7	7.6%	0	0.0%
Driscoll Middle School	12	36.4%	10	30.3%	5	15.2%	6	18.2%	0	0.0%
Mathis High School	25	49.0%	9	17.6%	11	21.6%	4	7.8%	2	3.9%
McCraw Junior High	7	31.8%	6	27.3%	6	27.3%	3	13.6%	0	0.0%
Odem High School	7	33.3%	6	28.6%	6	28.6%	2	9.5%	0	0.0%
Odem Junior High	6	37.5%	5	31.3%	3	18.8%	2	12.5%	0	0.0%
All Campuses	314	46.9%	160	23.9%	121	18.1%	68	10.2%	6	0.9%

Table continues

Table B.5. Over the Past School Year, How Often Did You Do Each of the Following Activities? (Continued)

Campus	Read With Your Child at Home									
	Never		Several Times A Month		Several Times A Week		Every Day		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	20	55.6%	6	16.7%	3	8.3%	7	19.4%	0	0.0%
Falfurrias Junior High	10	32.3%	9	29.0%	10	32.3%	2	6.5%	0	0.0%
Alice High School	69	53.9%	27	21.1%	23	18.0%	9	7.0%	0	0.0%
Adams Middle School	28	35.4%	21	26.6%	21	26.6%	9	11.4%	0	0.0%
H. M. King High School	65	60.2%	18	16.7%	18	16.7%	7	6.5%	0	0.0%
Memorial Middle School	14	26.9%	13	25.0%	18	34.6%	7	13.5%	0	0.0%
Miller High School	45	48.9%	23	25.0%	14	15.2%	10	10.9%	0	0.0%
Driscoll Middle School	13	39.4%	10	30.3%	6	18.2%	4	12.1%	0	0.0%
Mathis High School	26	51.0%	14	27.5%	9	17.6%	2	3.9%	0	0.0%
McCraw Junior High	7	31.8%	7	31.8%	4	18.2%	4	18.2%	0	0.0%
Odem High School	12	57.1%	2	9.5%	4	19.0%	3	14.3%	0	0.0%
Odem Junior High	8	50.0%	4	25.0%	0	0.0%	4	25.0%	0	0.0%
All Campuses	317	47.4%	154	23.0%	130	19.4%	68	10.2%	0	0.0%

Table continues

Table B.5. Over the Past School Year, How Often Did You Do Each of the Following Activities? (Continued)

Campus	Discuss School With Your Child									
	Never		Several Times A Month		Several Times A Week		Every Day		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	1	2.8%	3	8.3%	6	16.7%	26	72.2%	0	0.0%
Falfurrias Junior High	0	0.0%	4	12.9%	3	9.7%	24	77.4%	0	0.0%
Alice High School	5	3.9%	10	7.8%	22	17.2%	91	71.1%	0	0.0%
Adams Middle School	0	0.0%	1	1.3%	11	13.9%	66	83.5%	1	1.3%
H. M. King High School	2	1.9%	7	6.5%	16	14.8%	83	76.9%	0	0.0%
Memorial Middle School	0	0.0%	1	1.9%	10	19.2%	41	78.8%	0	0.0%
Miller High School	3	3.3%	10	10.9%	28	30.4%	51	55.4%	0	0.0%
Driscoll Middle School	1	3.0%	4	12.1%	10	30.3%	18	54.5%	0	0.0%
Mathis High School	0	0.0%	6	11.8%	7	13.7%	38	74.5%	0	0.0%
McCraw Junior High	1	4.5%	0	0.0%	6	27.3%	15	68.2%	0	0.0%
Odem High School	0	0.0%	3	14.3%	4	19.0%	14	66.7%	0	0.0%
Odem Junior High	1	6.3%	0	0.0%	4	25.0%	11	68.8%	0	0.0%
All Campuses	14	2.1%	49	7.3%	127	19.0%	478	71.4%	1	0.1%

Table continues

Table B.5. Over the Past School Year, How Often Did You Do Each of the Following Activities? (Continued)

Campus	Talk to Other Parents About Your Child's School									
	Never		Several Times A Month		Several Times A Week		Every Day		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	13	36.1%	9	25.0%	7	19.4%	7	19.4%	0	0.0%
Falfurrias Junior High	10	32.3%	9	29.0%	6	19.4%	6	19.4%	0	0.0%
Alice High School	40	31.3%	43	33.6%	26	20.3%	19	14.8%	0	0.0%
Adams Middle School	22	27.8%	27	34.2%	22	27.8%	8	10.1%	0	0.0%
H. M. King High School	36	33.3%	33	30.6%	23	21.3%	16	14.8%	0	0.0%
Memorial Middle School	18	34.6%	15	28.8%	12	23.1%	7	13.5%	0	0.0%
Miller High School	43	46.7%	25	27.2%	19	20.7%	5	5.4%	0	0.0%
Driscoll Middle School	15	45.5%	8	24.2%	6	18.2%	4	12.1%	0	0.0%
Mathis High School	13	25.5%	20	39.2%	13	25.5%	5	9.8%	0	0.0%
McCraw Junior High	9	40.9%	8	36.4%	4	18.2%	1	4.5%	0	0.0%
Odem High School	8	38.1%	4	19.0%	4	19.0%	5	23.8%	0	0.0%
Odem Junior High	4	25.0%	8	50.0%	2	12.5%	2	12.5%	0	0.0%
All Campuses	231	34.5%	209	31.2%	144	21.5%	85	12.7%	0	0.0%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.6. Has Your Child Expressed an Interest in Going to College?

Campus	Yes		No		Don't Know or Refused to Answer	
	N	%	N	%	N	%
Falfurrias High School	34	94.4%	2	5.6%	0	0.0%
Falfurrias Junior High	26	83.9%	2	6.5%	3	9.7%
Alice High School	116	90.6%	11	8.6%	1	0.8%
Adams Middle School	73	92.4%	4	5.1%	2	2.5%
H. M. King High School	100	92.6%	7	6.5%	1	0.9%
Memorial Middle School	42	80.8%	7	13.5%	3	5.8%
Miller High School	83	90.2%	6	6.5%	3	3.3%
Driscoll Middle School	29	87.9%	3	9.1%	1	3.0%
Mathis High School	47	92.2%	4	7.8%	0	0.0%
McCraw Junior High	17	77.3%	4	18.2%	1	4.5%
Odem High School	19	90.5%	1	4.8%	1	4.8%
Odem Junior High	14	87.5%	2	12.5%	0	0.0%
All Campuses	600	89.7%	53	7.9%	16	2.4%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.7. What Is the Highest Level of Education That You Think Your Child Will Achieve?

Campus	Less Than High School		High School		Some College But Less Than a Four-Year Degree		Four-Year Degree or Higher		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	3	8.3%	4	11.1%	28	77.8%	1	2.8%
Falfurrias Junior High	0	0.0%	3	9.7%	7	22.6%	21	67.7%	0	0.0%
Alice High School	0	0.0%	9	7.0%	28	21.9%	85	66.4%	6	4.7%
Adams Middle School	0	0.0%	4	5.1%	11	13.9%	61	77.2%	3	3.8%
H. M. King High School	0	0.0%	5	4.6%	15	13.9%	86	79.6%	2	1.9%
Memorial Middle School	1	1.9%	4	7.7%	12	23.1%	29	55.8%	6	11.5%
Miller High School	0	0.0%	14	15.2%	21	22.8%	50	54.3%	7	7.6%
Driscoll Middle School	0	0.0%	0	0.0%	6	18.2%	25	75.8%	2	6.1%
Mathis High School	0	0.0%	4	7.8%	9	17.6%	37	72.5%	1	2.0%
McCraw Junior High	0	0.0%	5	22.7%	5	22.7%	11	50.0%	1	4.5%
Odem High School	0	0.0%	1	4.8%	3	14.3%	16	76.2%	1	4.8%
Odem Junior High	0	0.0%	0	0.0%	5	31.3%	10	62.5%	1	6.3%
All Campuses	1	0.1%	52	7.8%	126	18.8%	459	68.6%	31	4.6%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.8. How Often Do You Do Each of the Following with Your Child?

Campus	Talk About Attending College										Don't Know or Refused to Answer
	Never		Not Very Often		Sometimes		Very Often		N	%	
	N	%	N	%	N	%	N	%			
Falfurrias High School	1	2.8%	2	5.6%	8	22.2%	25	69.4%	0	0.0%	
Falfurrias Junior High	1	3.2%	0	0.0%	13	41.9%	17	54.8%	0	0.0%	
Alice High School	2	1.6%	3	2.3%	30	23.4%	93	72.7%	0	0.0%	
Adams Middle School	0	0.0%	3	3.8%	20	25.3%	56	70.9%	0	0.0%	
H. M. King High School	3	2.8%	1	0.9%	29	26.9%	75	69.4%	0	0.0%	
Memorial Middle School	1	1.9%	1	1.9%	17	32.7%	33	63.5%	0	0.0%	
Miller High School	4	4.3%	4	4.3%	26	28.3%	58	63.0%	0	0.0%	
Driscoll Middle School	2	6.1%	1	3.0%	12	36.4%	18	54.5%	0	0.0%	
Mathis High School	0	0.0%	0	0.0%	7	13.7%	44	86.3%	0	0.0%	
McCraw Junior High	0	0.0%	3	13.6%	9	40.9%	10	45.5%	0	0.0%	
Odem High School	0	0.0%	1	4.8%	6	28.6%	14	66.7%	0	0.0%	
Odem Junior High	1	6.3%	1	6.3%	3	18.8%	11	68.8%	0	0.0%	
All Campuses	15	2.2%	20	3.0%	180	26.9%	454	67.9%	0	0.0%	

Table continues

Table B.8. How Often Do You Do Each of the Following with Your Child? (Continued)

Campus	Help Select Classes That Support Your Child's College Plans										Don't Know or Refused to Answer
	Never		Not Very Often		Sometimes		Very Often		N	%	
	N	%	N	%	N	%	N	%			
Falfurrias High School	8	22.2%	5	13.9%	9	25.0%	14	38.9%	0	0.0%	
Falfurrias Junior High	7	22.6%	4	12.9%	8	25.8%	11	35.5%	1	3.2%	
Alice High School	12	9.4%	13	10.2%	34	26.6%	69	53.9%	0	0.0%	
Adams Middle School	9	11.4%	5	6.3%	28	35.4%	35	44.3%	2	2.5%	
H. M. King High School	26	24.1%	9	8.3%	27	25.0%	46	42.6%	0	0.0%	
Memorial Middle School	6	11.5%	11	21.2%	19	36.5%	16	30.8%	0	0.0%	
Miller High School	26	28.3%	7	7.6%	29	31.5%	30	32.6%	0	0.0%	
Driscoll Middle School	9	27.3%	3	9.1%	12	36.4%	9	27.3%	0	0.0%	
Mathis High School	9	17.6%	3	5.9%	16	31.4%	23	45.1%	0	0.0%	
McCraw Junior High	3	13.6%	4	18.2%	8	36.4%	7	31.8%	0	0.0%	
Odem High School	3	14.3%	1	4.8%	4	19.0%	13	61.9%	0	0.0%	
Odem Junior High	5	31.3%	1	6.3%	4	25.0%	6	37.5%	0	0.0%	
All Campuses	123	18.4%	66	9.9%	198	29.6%	279	41.7%	3	0.4%	

Table continues

Table B-8. How Often Do You Do Each of the Following with Your Child? (Continued)

Campus	Talk About Taking One or More of the College Entrance Exams (SAT, ACT, PSAT, PLAN)									
	Never		Not Very Often		Sometimes		Very Often		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	9	25.0%	4	11.1%	7	19.4%	16	44.4%	0	0.0%
Falfurrias Junior High	11	35.5%	6	19.4%	8	25.8%	6	19.4%	0	0.0%
Alice High School	30	23.4%	13	10.2%	31	24.2%	53	41.4%	1	0.8%
Adams Middle School	19	24.1%	11	13.9%	24	30.4%	24	30.4%	1	1.3%
H. M. King High School	29	26.9%	8	7.4%	30	27.8%	41	38.0%	0	0.0%
Memorial Middle School	19	36.5%	9	17.3%	14	26.9%	10	19.2%	0	0.0%
Miller High School	24	26.1%	9	9.8%	30	32.6%	29	31.5%	0	0.0%
Driscoll Middle School	11	33.3%	4	12.1%	8	24.2%	8	24.2%	2	6.1%
Mathis High School	7	13.7%	6	11.8%	15	29.4%	23	45.1%	0	0.0%
McCraw Junior High	8	36.4%	1	4.5%	7	31.8%	6	27.3%	0	0.0%
Odem High School	2	9.5%	0	0.0%	6	28.6%	13	61.9%	0	0.0%
Odem Junior High	5	31.3%	2	12.5%	4	25.0%	5	31.3%	0	0.0%
All Campuses	174	26.0%	73	10.9%	184	27.5%	234	35.0%	4	0.6%

Table continues

Table B-8. How Often Do You Do Each of the Following with Your Child? (Continued)

Campus	Talk About Financial Aid Opportunities, Scholarships, and Other Resources That Might Provide the Money to Attend a College									
	Never		Not Very Often		Sometimes		Very Often		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	8	22.2%	3	8.3%	8	22.2%	17	47.2%	0	0.0%
Falfurrias Junior High	8	25.8%	2	6.5%	11	35.5%	10	32.3%	0	0.0%
Alice High School	18	14.1%	12	9.4%	43	33.6%	55	43.0%	0	0.0%
Adams Middle School	20	25.3%	7	8.9%	23	29.1%	29	36.7%	0	0.0%
H. M. King High School	26	24.1%	8	7.4%	35	32.4%	39	36.1%	0	0.0%
Memorial Middle School	17	32.7%	6	11.5%	12	23.1%	17	32.7%	0	0.0%
Miller High School	16	17.4%	6	6.5%	28	30.4%	42	45.7%	0	0.0%
Driscoll Middle School	9	27.3%	6	18.2%	8	24.2%	10	30.3%	0	0.0%
Mathis High School	4	7.8%	3	5.9%	13	25.5%	31	60.8%	0	0.0%
McCraw Junior High	9	40.9%	1	4.5%	6	27.3%	6	27.3%	0	0.0%
Odem High School	5	23.8%	1	4.8%	4	19.0%	11	52.4%	0	0.0%
Odem Junior High	5	31.3%	1	6.3%	4	25.0%	6	37.5%	0	0.0%
All Campuses	145	21.7%	56	8.4%	195	29.1%	273	40.8%	0	0.0%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.9. If in the Future Your Child Were Not Able to Continue His/Her Education After High School for Some Reason or Other, What Would Be the Most Likely or Most Important Obstacle?

	Child Not Likely to Have an Obstacle		It Costs Too Much, Can't Afford It		He (She) Needs (Wants) to Work		His (Her) Grades Are Not Good Enough		He (She) Is Not Interested in College		He (She) Has A Disability	
	N	%	N	%	N	%	N	%	N	%	N	%
Campus												
Falfurrias High School	9	25.0%	15	41.7%	4	11.1%	1	2.8%	0	0.0%	2	5.6%
Falfurrias Junior High	9	29.0%	10	32.3%	4	12.9%	2	6.5%	2	6.5%	1	3.2%
Alice High School	36	28.1%	43	33.6%	12	9.4%	6	4.7%	5	3.9%	8	6.3%
Adams Middle School	32	40.5%	17	21.5%	5	6.3%	4	5.1%	2	2.5%	4	5.1%
H. M. King High School	45	41.7%	31	28.7%	2	1.9%	7	6.5%	2	1.9%	5	4.6%
Memorial Middle School	16	30.8%	12	23.1%	4	7.7%	3	5.8%	4	7.7%	1	1.9%
Miller High School	19	20.7%	40	43.5%	11	12.0%	1	1.1%	5	5.4%	2	2.2%
Driscoll Middle School	9	27.3%	14	42.4%	3	9.1%	1	3.0%	1	3.0%	0	0.0%
Mathis High School	14	27.5%	23	45.1%	0	0.0%	0	0.0%	2	3.9%	1	2.0%
McCraw Junior High	8	36.4%	9	40.9%	1	4.5%	2	9.1%	0	0.0%	1	4.5%
Odem High School	8	38.1%	8	38.1%	1	4.8%	0	0.0%	0	0.0%	2	9.5%
Odem Junior High	3	18.8%	6	37.5%	0	0.0%	0	0.0%	2	12.5%	2	12.5%
All Campuses	208	31.1%	228	34.1%	47	7.0%	27	4.0%	25	3.7%	29	4.3%

Table continues

Table B.9. If in the Future Your Child Were Not Able to Continue His/Her Education After High School for Some Reason or Other, What Would Be the Most Likely or Most Important Obstacle?

	He (She) Wants to Go Into the Military		He (She) Wants to Get Married		He (She) Has Responsibilities to Parents, Brothers and Sisters		He (She) Has Children		Other		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%	N	%	N	%
Campus	0	0.0%	0	0.0%	0	0.0%	1	2.8%	2	5.6%	2	5.6%
Falfurrias High School	1	3.2%	0	0.0%	0	0.0%	1	3.2%	0	0.0%	1	3.2%
Falfurrias Junior High	6	4.7%	2	1.6%	2	1.6%	3	2.3%	1	0.8%	4	3.1%
Alice High School	6	7.6%	1	1.3%	1	1.3%	0	0.0%	3	3.8%	4	5.1%
Adams Middle School	6	5.6%	0	0.0%	0	0.0%	1	0.9%	3	2.8%	6	5.6%
H. M. King High School	6	11.5%	1	1.9%	0	0.0%	0	0.0%	1	1.9%	4	7.7%
Memorial Middle School	4	4.3%	1	1.1%	0	0.0%	1	1.1%	2	2.2%	6	6.5%
Miller High School	2	6.1%	0	0.0%	0	0.0%	0	0.0%	2	6.1%	1	3.0%
Driscoll Middle School	3	5.9%	0	0.0%	0	0.0%	0	0.0%	5	9.8%	3	5.9%
Mathis High School	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	4.5%
McCraw Junior High	1	4.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	4.8%
Odem High School	2	12.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	6.3%
Odem Junior High	37	5.5%	5	0.7%	3	0.4%	7	1.0%	19	2.8%	34	5.1%
All Campuses												

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.10. In the Past Year, Has Anyone From Your Child's School or the GEAR UP Program Ever Spoken with You About...

Campus	College Entrance Requirements:						The Availability of Financial Aid for College:					
	Yes			No			Don't Know or Refused to Answer			Yes		
	N	%		N	%		N	%		N	%	
Falfurrias High School	8	22.2%		28	77.8%		0	0.0%		11	30.6%	
Falfurrias Junior High	3	9.7%		28	90.3%		0	0.0%		3	9.7%	
Alice High School	36	28.1%		91	71.1%		1	0.8%		42	32.8%	
Adams Middle School	16	20.3%		62	78.5%		1	1.3%		16	20.3%	
H. M. King High School	17	15.7%		90	83.3%		1	0.9%		18	16.7%	
Memorial Middle School	3	5.8%		49	94.2%		0	0.0%		3	5.8%	
Miller High School	21	22.8%		70	76.1%		1	1.1%		27	29.3%	
Driscoll Middle School	5	15.2%		28	84.8%		0	0.0%		5	15.2%	
Mathis High School	12	23.5%		36	70.6%		3	5.9%		15	29.4%	
McCraw Junior High	4	18.2%		18	81.8%		0	0.0%		4	18.2%	
Odem High School	7	33.3%		14	66.7%		0	0.0%		8	38.1%	
Odem Junior High	2	12.5%		14	87.5%		0	0.0%		2	12.5%	
All Campuses	134	20.0%		528	78.9%		7	1.0%		154	23.0%	
										509	76.1%	

Table continues

Table B.10. In the Past Year, Has Anyone from Your Child's School or the GEAR UP Program ever Spoken with You About... (Continued)

Campus	The Courses Your Child Should Take to Prepare for College:						Don't Know or Refused to Answer					
	Yes			No			Don't Know or Refused to Answer			Yes		
	N	%		N	%		N	%		N	%	
Falfurrias High School	13	36.1%		23	63.9%		0	0.0%				
Falfurrias Junior High	5	16.1%		25	80.6%		1	3.2%				
Alice High School	47	36.7%		81	63.3%		0	0.0%				
Adams Middle School	24	30.4%		53	67.1%		2	2.5%				
H. M. King High School	25	23.1%		83	76.9%		0	0.0%				
Memorial Middle School	5	9.6%		46	88.5%		1	1.9%				
Miller High School	35	38.0%		53	57.6%		4	4.3%				
Driscoll Middle School	8	24.2%		25	75.8%		0	0.0%				
Mathis High School	20	39.2%		31	60.8%		0	0.0%				
McCraw Junior High	5	22.7%		16	72.7%		1	4.5%				
Odem High School	6	28.6%		15	71.4%		0	0.0%				
Odem Junior High	3	18.8%		12	75.0%		1	6.3%				
All Campuses	196	29.3%		463	69.2%		10	1.5%				

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.11. Do You Think That Your Child Could Afford to Attend a Public Four-Year College Using Financial Aid, Scholarships, and Your Family's Resources?

Campus	Definitely Not		Probably Not		Not Sure		Probably		Definitely		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	0	0.0%	5	13.9%	12	33.3%	19	52.8%	0	0.0%
Falfurrias Junior High	0	0.0%	0	0.0%	6	19.4%	9	29.0%	16	51.6%	0	0.0%
Alice High School	4	3.1%	5	3.9%	18	14.1%	37	28.9%	64	50.0%	0	0.0%
Adams Middle School	0	0.0%	1	1.3%	10	12.7%	24	30.4%	44	55.7%	0	0.0%
H. M. King High School	2	1.9%	3	2.8%	11	10.2%	29	26.9%	62	57.4%	1	0.9%
Memorial Middle School	0	0.0%	0	0.0%	6	11.5%	17	32.7%	29	55.8%	0	0.0%
Miller High School	0	0.0%	3	3.3%	12	13.0%	24	26.1%	53	57.6%	0	0.0%
Driscoll Middle School	0	0.0%	0	0.0%	3	9.1%	9	27.3%	21	63.6%	0	0.0%
Mathis High School	0	0.0%	2	3.9%	4	7.8%	11	21.6%	33	64.7%	1	2.0%
McCraw Junior High	0	0.0%	0	0.0%	1	4.5%	11	50.0%	10	45.5%	0	0.0%
Odem High School	0	0.0%	0	0.0%	1	4.8%	6	28.6%	14	66.7%	0	0.0%
Odem Junior High	0	0.0%	0	0.0%	1	6.3%	7	43.8%	8	50.0%	0	0.0%
All Campuses	6	0.9%	14	2.1%	78	11.7%	196	29.3%	373	55.8%	2	0.3%

Table continues

Table B.12. Do You Think That Your Child Could Afford to Attend a Public Community College Using Financial Aid, Scholarships, and Your Family's Resources?

Campus	Definitely Not		Probably Not		Not Sure		Probably		Definitely		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	0	0.0%	0	0.0%	3	8.3%	12	33.3%	21	58.3%	0	0.0%
Falfurrias Junior High	0	0.0%	0	0.0%	0	0.0%	10	32.3%	21	67.7%	0	0.0%
Alice High School	0	0.0%	3	2.3%	8	6.3%	38	29.7%	77	60.2%	2	1.6%
Adams Middle School	0	0.0%	0	0.0%	10	12.7%	20	25.3%	49	62.0%	0	0.0%
H. M. King High School	0	0.0%	1	0.9%	7	6.5%	24	22.2%	76	70.4%	0	0.0%
Memorial Middle School	0	0.0%	0	0.0%	5	9.6%	13	25.0%	33	63.5%	1	1.9%
Miller High School	0	0.0%	1	1.1%	10	10.9%	23	25.0%	55	59.8%	3	3.3%
Driscoll Middle School	0	0.0%	0	0.0%	1	3.0%	8	24.2%	24	72.7%	0	0.0%
Mathis High School	0	0.0%	0	0.0%	3	5.9%	10	19.6%	37	72.5%	1	2.0%
McCraw Junior High	0	0.0%	0	0.0%	2	9.1%	8	36.4%	12	54.5%	0	0.0%
Odem High School	1	4.8%	0	0.0%	1	4.8%	4	19.0%	15	71.4%	0	0.0%
Odem Junior High	0	0.0%	0	0.0%	1	6.3%	4	25.0%	11	68.8%	0	0.0%
All Campuses	1	0.1%	5	0.7%	51	7.6%	174	26.0%	431	64.4%	7	1.0%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.13. Have You Received any Information From Your Child's School About the Graduation Plan Called the Recommended High School Program in Texas?
(Parents of High School Students Only)

Campus	Yes		No		Don't Know or Refused to Answer	
	N	%	N	%	N	%
Falfurrias High School	11	30.6%	24	66.7%	1	2.8%
Alice High School	36	28.1%	86	67.2%	6	4.7%
H. M. King High School	28	25.9%	78	72.2%	2	1.9%
Miller High School	15	16.3%	71	77.2%	6	6.5%
Mathis High School	12	23.5%	37	72.5%	2	3.9%
Odem High School	8	38.1%	12	57.1%	1	4.8%
All Campuses	110	25.2%	308	70.6%	18	4.1%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.14. Do You Know Which of the Following Graduation Plans Your Child Is Enrolled in? Is It...
(Parents of High School Students Only)

Campus	The Minimum Graduation Program		The Recommended High School Program		The Distinguished Achievement Program		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%
Falfurrias High School	2	5.6%	13	36.1%	6	16.7%	15	41.7%
Alice High School	15	11.7%	47	36.7%	28	21.9%	38	29.7%
H. M. King High School	4	3.7%	29	26.9%	31	28.7%	44	40.7%
Miller High School	4	4.3%	24	26.1%	16	17.4%	48	52.2%
Mathis High School	2	3.9%	13	25.5%	13	25.5%	23	45.1%
Odem High School	2	9.5%	6	28.6%	7	33.3%	6	28.6%
All Campuses	29	6.7%	132	30.3%	101	23.2%	174	39.9%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.15. How Familiar Are You with the FAFSA (Free Application for Federal Student Aid) Form That a High School Student Must Complete to Qualify for Federal Financial Aid for College? (Parents of High School Students Only)

Campus	Not Familiar At All		Not Very Familiar		Somewhat Familiar		Very Familiar		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	10	27.8%	4	11.1%	14	38.9%	8	22.2%	0	0.0%
Alice High School	41	32.0%	17	13.3%	26	20.3%	42	32.8%	2	1.6%
H. M. King High School	41	38.0%	8	7.4%	26	24.1%	32	29.6%	1	0.9%
Miller High School	41	44.6%	14	15.2%	13	14.1%	22	23.9%	2	2.2%
Mathis High School	17	33.3%	7	13.7%	9	17.6%	16	31.4%	2	3.9%
Odem High School	7	33.3%	3	14.3%	4	19.0%	7	33.3%	0	0.0%
All Campuses	157	36.0%	53	12.2%	92	21.1%	127	29.1%	7	1.6%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.16. Do You Know if Your Child Has Completed the FAFSA Form and Is Eligible for Federal Financial Aid for College? (Parents of High School Students Only)

Campus	Yes, my child has completed the FAFSA form.		No, my child has not completed the FAFSA form.		Don't Know or Refused to Answer	
	N	%	N	%	N	%
Falfurrias High School	10	27.8%	15	41.7%	11	30.6%
Alice High School	20	15.6%	70	54.7%	38	29.7%
H. M. King High School	16	14.8%	64	59.3%	28	25.9%
Miller High School	10	10.9%	40	43.5%	42	45.7%
Mathis High School	13	25.5%	23	45.1%	15	29.4%
Odem High School	2	9.5%	14	66.7%	5	23.8%
All Campuses	71	16.3%	226	51.8%	139	31.9%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.17. Have You Begun Saving for Your Child's Education After High School?
(Parents of High School Students Only)

Campus	Yes		No		Don't Know or Refused to Answer	
	N	%	N	%	N	%
Falfurrias High School	18	50.0%	17	47.2%	1	2.8%
Alice High School	67	52.3%	61	47.7%	0	0.0%
H. M. King High School	54	50.0%	49	45.4%	5	4.6%
Miller High School	28	30.4%	63	68.5%	1	1.1%
Mathis High School	25	49.0%	25	49.0%	1	2.0%
Odem High School	14	66.7%	7	33.3%	0	0.0%
All Campuses	206	47.2%	222	50.9%	8	1.8%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.18. What is the Primarily Language Spoken in Your Home?

Campus	English		Spanish		Vietnamese		Chinese		Other Language	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	32	88.9%	17	47.2%	0	0.0%	0	0.0%	0	0.0%
Falfurrias Junior High	28	90.3%	16	51.6%	0	0.0%	0	0.0%	0	0.0%
Alice High School	123	96.1%	47	36.7%	0	0.0%	0	0.0%	1	0.8%
Adams Middle School	75	94.9%	28	35.4%	0	0.0%	0	0.0%	0	0.0%
H. M. King High School	105	97.2%	32	29.6%	1	0.9%	1	0.9%	1	0.9%
Memorial Middle School	50	96.2%	13	25.0%	0	0.0%	0	0.0%	1	1.9%
Miller High School	79	85.9%	47	51.1%	0	0.0%	0	0.0%	0	0.0%
Driscoll Middle School	29	87.9%	17	51.5%	1	3.0%	0	0.0%	1	3.0%
Mathis High School	50	98.0%	26	51.0%	0	0.0%	1	2.0%	0	0.0%
McCraw Junior High	22	100.0%	4	18.2%	0	0.0%	0	0.0%	1	4.5%
Odem High School	19	90.5%	8	38.1%	0	0.0%	0	0.0%	0	0.0%
Odem Junior High	14	87.5%	4	25.0%	0	0.0%	0	0.0%	0	0.0%
All Campuses	626	93.6%	259	38.7%	2	0.3%	2	0.3%	5	0.7%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.19. Which best describes your household?

Campus	Which best describes your household?							
	Single parent or guardian		Two parents or guardians		Other		Don't Know or Refused to Answer	
	N	%	N	%	N	%	N	%
Falfurrias High School	15	41.7%	21	58.3%	0	0.0%	0	0.0%
Falfurrias Junior High	9	29.0%	21	67.7%	1	3.2%	0	0.0%
Alice High School	46	35.9%	82	64.1%	0	0.0%	0	0.0%
Adams Middle School	19	24.1%	60	75.9%	0	0.0%	0	0.0%
H. M. King High School	39	36.1%	68	63.0%	1	0.9%	0	0.0%
Memorial Middle School	17	32.7%	34	65.4%	0	0.0%	1	1.9%
Miller High School	35	38.0%	53	57.6%	3	3.3%	1	1.1%
Driscoll Middle School	12	36.4%	21	63.6%	0	0.0%	0	0.0%
Mathis High School	15	29.4%	36	70.6%	0	0.0%	0	0.0%
McCraw Junior High	11	50.0%	11	50.0%	0	0.0%	0	0.0%
Odem High School	4	19.0%	17	81.0%	0	0.0%	0	0.0%
Odem Junior High	4	25.0%	12	75.0%	0	0.0%	0	0.0%
All Campuses	226	33.8%	436	65.2%	5	0.7%	2	0.3%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.20. How many years have you lived at your current address?

Campus	How many years have you lived at your current address? RANGE: 0 - 97	
	N	Mean years
Falfurrias High School	36	13.3
Falfurrias Junior High	31	9.1
Alice High School	127	12.2
Adams Middle School	79	9.6
H. M. King High School	107	9.9
Memorial Middle School	51	8.6
Miller High School	91	10.1
Driscoll Middle School	33	11.3
Mathis High School	51	12.1
McCraw Junior High	22	15.1
Odem High School	21	11.2
Odem Junior High	16	10.8
All Campuses	665	10.9

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.21. How Do You Think of Yourself? (Ethnicity)

	How do you think of yourself?																			
	Black, Non-Hispanic			Asian/Asian-American			Latino/Hispanic			White, Non-Hispanic			Native American/ American Indian			Other			Don't Know or Refused to Answer	
	N	%		N	%		N	%		N	%		N	%		N	%		N	%
Campus	0	0.0%		0	0.0%		31	86.1%		3	8.3%		0	0.0%		2	5.6%		0	0.0%
Falfurrias High School	0	0.0%		0	0.0%		30	96.8%		1	3.2%		0	0.0%		0	0.0%		0	0.0%
Falfurrias Junior High	1	0.8%		2	1.6%		94	73.4%		19	14.8%		2	1.6%		7	5.5%		3	2.3%
Alice High School	0	0.0%		0	0.0%		58	73.4%		12	15.2%		0	0.0%		7	8.9%		2	2.5%
Adams Middle School	3	2.8%		3	2.8%		72	66.7%		22	20.4%		2	1.9%		6	5.6%		0	0.0%
H. M. King High School	3	5.8%		1	1.9%		35	67.3%		11	21.2%		0	0.0%		2	3.8%		0	0.0%
Memorial Middle School	6	6.5%		1	1.1%		66	71.7%		4	4.3%		4	4.3%		9	9.8%		2	2.2%
Miller High School	3	9.1%		0	0.0%		27	81.8%		2	6.1%		0	0.0%		1	3.0%		0	0.0%
Driscoll Middle School	0	0.0%		0	0.0%		40	78.4%		7	13.7%		0	0.0%		2	3.9%		2	3.9%
Mathis High School	1	4.5%		0	0.0%		17	77.3%		4	18.2%		0	0.0%		0	0.0%		0	0.0%
McCraw Junior High	0	0.0%		1	4.8%		14	66.7%		4	19.0%		0	0.0%		2	9.5%		0	0.0%
Odem High School	0	0.0%		0	0.0%		10	62.5%		5	31.3%		0	0.0%		0	0.0%		1	6.3%
Odem Junior High	17	2.5%		8	1.2%		494	73.8%		94	14.1%		8	1.2%		38	5.7%		10	1.5%
All Campuses																				

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.22. How Many Years of Formal Schooling Have You Completed?

Campus	N	Average Number of Years
Falfurrias High School	36	11.8
Falfurrias Junior High	31	11.2
Alice High School	128	12.2
Adams Middle School	79	12.3
H. M. King High School	107	12.7
Memorial Middle School	50	12.6
Miller High School	92	10.5
Driscoll Middle School	33	11.3
Mathis High School	50	11.4
McCraw Junior High	22	11.5
Odem High School	21	12.4
Odem Junior High	16	11.8
All Campuses	665	11.9

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.23. Have You Attended College?

Campus	Yes		No		Don't Know or Refused to Answer	
	N	%	N	%	N	%
Falfurrias High School	16	44.4%	20	55.6%	0	0.0%
Falfurrias Junior High	18	58.1%	13	41.9%	0	0.0%
Alice High School	84	65.6%	43	33.6%	1	0.8%
Adams Middle School	48	60.8%	31	39.2%	0	0.0%
H. M. King High School	67	62.0%	41	38.0%	0	0.0%
Memorial Middle School	27	51.9%	24	46.2%	1	1.9%
Miller High School	35	38.0%	57	62.0%	0	0.0%
Driscoll Middle School	14	42.4%	19	57.6%	0	0.0%
Mathis High School	23	45.1%	27	52.9%	1	2.0%
McCraw Junior High	7	31.8%	15	68.2%	0	0.0%
Odem High School	11	52.4%	10	47.6%	0	0.0%
Odem Junior High	8	50.0%	8	50.0%	0	0.0%
All Campuses	358	53.5%	308	46.0%	3	0.4%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

**Table B.24. How Many Years of College Have You Completed?
(Respondents Said They Attended College)**

Campus	N	Average Number of Years
Falfurrias High School	16	2.7
Falfurrias Junior High	18	1.7
Alice High School	84	2.6
Adams Middle School	47	2.8
H. M. King High School	66	3.1
Memorial Middle School	27	2.4
Miller High School	34	2.1
Driscoll Middle School	14	2.6
Mathis High School	23	2.1
McCraw Junior High	7	2.0
Odem High School	11	3.0
Odem Junior High	8	2.4
All Campuses	355	2.6

Source: GEAR UP (STAR) Parent Survey, spring 2010.

Table B.25. What Is Your Current Yearly Household Income?

	What is your current yearly household income?													
	Less than \$15,000		\$15,000-24,999		\$25,000- 34,999		\$35,000- 49,999		\$50,000- 74,999		More than \$75,000		Don't know or refused to answer	
Campus	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	11	30.6%	7	19.4%	2	5.6%	5	13.9%	6	16.7%	3	8.3%	2	5.6%
Falfurrias Junior High	9	29.0%	8	25.8%	3	9.7%	4	12.9%	5	16.1%	0	0.0%	2	6.5%
Alice High School	20	15.6%	23	18.0%	13	10.2%	13	10.2%	18	14.1%	24	18.8%	17	13.3%
Adams Middle School	13	16.5%	14	17.7%	6	7.6%	7	8.9%	14	17.7%	18	22.8%	7	8.9%
H. M. King High School	17	15.7%	17	15.7%	9	8.3%	14	13.0%	12	11.1%	22	20.4%	17	15.7%
Memorial Middle School	8	15.4%	9	17.3%	7	13.5%	7	13.5%	9	17.3%	7	13.5%	5	9.6%
Miller High School	33	35.9%	22	23.9%	9	9.8%	6	6.5%	6	6.5%	1	1.1%	15	16.3%
Driscoll Middle School	10	30.3%	7	21.2%	4	12.1%	7	21.2%	1	3.0%	1	3.0%	3	9.1%
Mathis High School	10	19.6%	11	21.6%	6	11.8%	4	7.8%	8	15.7%	5	9.8%	7	13.7%
McCraw Junior High	8	36.4%	5	22.7%	5	22.7%	1	4.5%	1	4.5%	1	4.5%	1	4.5%
Odem High School	4	19.0%	3	14.3%	2	9.5%	3	14.3%	0	0.0%	4	19.0%	5	23.8%
Odem Junior High	2	12.5%	2	12.5%	3	18.8%	3	18.8%	1	6.3%	5	31.3%	0	0.0%
All Campuses	145	21.7%	128	19.1%	69	10.3%	74	11.1%	81	12.1%	91	13.6%	81	12.1%

Source: GEAR UP (STAR) Parent Survey, spring 2010.

APPENDIX C

SPRING 2010 STAR MIDDLE SCHOOL STUDENT SURVEY TABLES

Table C.1. Number of Middle School Students Responding by District and School

Campus	Number of Students	Surveys Received	Response Rate
Brooks County ISD			
Falfurrias Junior High	341	102	29.9%
Alice ISD			
Adams Middle School	844	624	73.9%
Kingsville ISD			
Memorial Middle School	510	432	84.7%
Corpus Christi ISD			
Driscoll Middle School	634	128	20.2%
Mathis ISD			
McCraw Junior High	232	189	81.5%
Odem-Edroy ISD			
Odem Junior High	267	224	83.9%
All Campuses	2,828	1,699	60.1%

Source: STAR Middle School Student Survey, spring 2010.

Note. Number of students based on AEIS 2008-09 counts.

Table C.2. Prior Year Enrollment Status of Students Responding to the Middle School Survey

Campus	Yes		No	
	N	%	N	%
Falfurrias Junior High	14	13.7%	88	86.3%
Adams Middle School	292	47.1%	328	52.9%
Memorial Middle School	203	47.2%	227	52.8%
Driscoll Middle School	109	85.2%	19	14.8%
McCraw Junior High	113	62.4%	68	37.6%
Odem Junior High	137	61.4%	86	38.6%
All Campuses	868	51.5%	816	48.5%

Source: STAR Middle School Student Survey, spring 2010.

Table C.3. Grade Levels of Students Responding to the Middle School Survey

Campus	6		7		8	
	N	%	N	%	N	%
Falfurrias Junior High	88	86.3%	14	13.7%	0	0.0%
Adams Middle School	0	0.0%	330	53.1%	291	46.9%
Memorial Middle School	2	0.5%	230	53.5%	198	46.0%
Driscoll Middle School	0	0.0%	0	0.0%	128	100.0%
McCraw Junior High	1	0.5%	99	52.4%	89	47.1%
Odem Junior High	82	36.6%	72	32.1%	70	31.3%
All Campuses	173	10.2%	745	44.0%	776	45.8%

Source: STAR Middle School Student Survey, spring 2010.

Table C.4. Gender of Students Responding to the Middle School Survey

Campus	Male		Female	
	N	%	N	%
Falfurrias Junior High	52	52.0%	48	48.0%
Adams Middle School	335	54.6%	278	45.4%
Memorial Middle School	207	48.6%	219	51.4%
Driscoll Middle School	62	48.8%	65	51.2%
McCraw Junior High	86	45.7%	102	54.3%
Odem Junior High	102	45.9%	120	54.1%
All Campuses	844	50.4%	832	49.6%

Source: STAR Middle School Student Survey, spring 2010.

Table C.5. Ethnicity of Students Responding to the Middle School Survey

Campus	Hispanic, Latino		African American		White		Other	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	94	93.1%	1	1.0%	3	3.0%	3	3.0%
Adams Middle School	564	91.1%	5	0.8%	37	6.0%	13	2.1%
Memorial Middle School	339	79.2%	25	5.8%	35	8.2%	29	6.8%
Driscoll Middle School	108	84.4%	10	7.8%	7	5.5%	3	2.3%
McCraw Junior High	166	88.8%	5	2.7%	13	7.0%	3	1.6%
Odem Junior High	177	79.7%	0	0.0%	39	17.6%	6	2.7%
All Campuses	1,448	85.9%	46	2.7%	134	8.0%	57	3.4%

Source: STAR Middle School Student Survey, spring 2010.

Table C.6. How Much Time Do You Usually Spend on Homework Each Day?

Campus	Less Than 30 Minutes		30 to 59 Minutes		1 to 2 Hours		More Than 2 Hours		My teacher does not assign homework.	
	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	46	45.5%	40	39.6%	5	5.0%	2	2.0%	8	7.9%
Adams Middle School	277	44.7%	230	37.2%	39	6.3%	7	1.1%	66	10.7%
Memorial Middle School	168	39.5%	146	34.4%	24	5.6%	8	1.9%	79	18.6%
Driscoll Middle School	60	47.2%	49	38.6%	2	1.6%	5	3.9%	11	8.7%
McCraw Junior High	50	26.7%	97	51.9%	31	16.6%	1	0.5%	8	4.3%
Odem Junior High	96	43.4%	98	44.3%	20	9.0%	2	0.9%	5	2.3%
All Campuses	697	41.5%	660	39.3%	121	7.2%	25	1.5%	177	10.5%

Source: STAR Middle School Student Survey, spring 2010.

Table C.7. Which of the Following Courses or Programs Are You Enrolled in This Year?

Campus	Enrolled in Basic Math This Year			Enrolled in Algebra I This Year		
	No		Yes	No		Yes
	N	%	N	N	%	N
Falfurrias Junior High	3	2.9%	99	102	100.0%	0
Adams Middle School	108	17.3%	516	594	95.2%	30
Memorial Middle School	87	20.1%	345	392	90.7%	40
Driscoll Middle School	26	20.3%	102	106	82.8%	22
McCraw Junior High	49	25.9%	140	164	86.8%	25
Odem Junior High	20	8.9%	204	210	93.8%	14
All Campuses	293	17.2%	1,406	1,568	92.3%	131

Table continues

Table C.7. Which of the Following Courses or Programs Are You Enrolled in This Year? (Continued)

Campus	Enrolled in Algebra 2 This Year			Enrolled in Geometry This Year		
	No		Yes	No		Yes
	N	%	N	N	%	N
Falfurrias Junior High	101	99.0%	1	101	99.0%	1
Adams Middle School	622	99.7%	2	621	99.5%	3
Memorial Middle School	430	99.5%	2	430	99.5%	2
Driscoll Middle School	128	100.0%	0	128	100.0%	0
McCraw Junior High	189	100.0%	0	189	100.0%	0
Odem Junior High	223	99.6%	1	224	100.0%	0
All Campuses	1,693	99.6%	6	1,693	99.6%	6

Table continues

Table C.7. Which of the Following Courses or Programs Are You Enrolled in This Year? (Continued)

Campus	Enrolled in Other Math Course This Year			Enrolled in Gifted and Talented Program This Year		
	No		Yes	No		Yes
	N	%	N	N	%	N
Falfurrias Junior High	102	100.0%	0	99	97.1%	3
Adams Middle School	578	92.6%	46	558	89.4%	66
Memorial Middle School	412	95.4%	20	372	86.1%	60
Driscoll Middle School	126	98.4%	2	123	96.1%	5
McCraw Junior High	176	93.1%	13	174	92.1%	15
Odem Junior High	218	97.3%	6	196	87.5%	28
All Campuses	1,612	94.9%	87	1,522	89.6%	177

Table continues

Table C.7. Which of the Following Courses or Programs Are You Enrolled in This Year? (Continued)

Campus	Enrolled in Career and Technology Courses This Year						Enrolled in Special Education This Year					
	No			Yes			No			Yes		
	N	%		N	%		N	%		N	%	
Falfurrias Junior High	101	99.0%		1	1.0%		102	100.0%		0	0.0%	
Adams Middle School	615	98.6%		9	1.4%		599	96.0%		25	4.0%	
Memorial Middle School	390	90.3%		42	9.7%		424	98.1%		8	1.9%	
Driscoll Middle School	121	94.5%		7	5.5%		114	89.1%		14	10.9%	
McCraw Junior High	153	81.0%		36	19.0%		182	96.3%		7	3.7%	
Odem Junior High	216	96.4%		8	3.6%		215	96.0%		9	4.0%	
All Campuses	1,596	93.9%		103	6.1%		1,636	96.3%		63	3.7%	

Table continues

Table C.7. Which of the Following Courses or Programs Are You Enrolled in This Year? (Continued)

Campus	Enrolled in Pre-AP or AP Courses This Year					
	No			Yes		
	N	%		N	%	
Falfurrias Junior High	65	63.7%		37	36.3%	
Adams Middle School	296	47.4%		328	52.6%	
Memorial Middle School	215	49.8%		217	50.2%	
Driscoll Middle School	72	56.3%		56	43.8%	
McCraw Junior High	36	19.0%		153	81.0%	
Odem Junior High	205	91.5%		19	8.5%	
All Campuses	889	52.3%		810	47.7%	

Source: STAR Middle School Student Survey, spring 2010.

Table C.8. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year

Campus	Tutoring for an Academic Subject									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	45	45.5%	15	15.2%	12	12.1%	20	20.2%	7	7.1%
Adams Middle School	270	43.6%	112	18.1%	91	14.7%	126	20.4%	20	3.2%
Memorial Middle School	159	37.0%	100	23.3%	69	16.0%	62	14.4%	40	9.3%
Driscoll Middle School	23	18.0%	43	33.6%	38	29.7%	15	11.7%	9	7.0%
McCraw Junior High	64	35.0%	46	25.1%	35	19.1%	26	14.2%	12	6.6%
Odem Junior High	87	39.2%	38	17.1%	33	14.9%	37	16.7%	27	12.2%
All Campuses	648	38.5%	354	21.1%	278	16.5%	286	17.0%	115	6.8%

Table continues

Table C.8. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	Mentoring by an Adult Who Is Not Your Parent, Guardian, or a Teacher									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	64	64.0%	10	10.0%	4	4.0%	8	8.0%	14	14.0%
Adams Middle School	431	70.4%	64	10.5%	45	7.4%	38	6.2%	34	5.6%
Memorial Middle School	255	59.9%	56	13.1%	39	9.2%	25	5.9%	51	12.0%
Driscoll Middle School	65	51.6%	27	21.4%	18	14.3%	5	4.0%	11	8.7%
McCraw Junior High	112	62.6%	17	9.5%	16	8.9%	15	8.4%	19	10.6%
Odem Junior High	139	62.3%	26	11.7%	30	13.5%	14	6.3%	14	6.3%
All Campuses	1,066	64.0%	200	12.0%	152	9.1%	105	6.3%	143	8.6%

Table continues

Table C.8. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	Counseling About Your Grades									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	61	61.6%	15	15.2%	7	7.1%	5	5.1%	11	11.1%
Adams Middle School	427	69.1%	81	13.1%	48	7.8%	23	3.7%	39	6.3%
Memorial Middle School	249	59.4%	74	17.7%	43	10.3%	28	6.7%	25	6.0%
Driscoll Middle School	29	23.2%	22	17.6%	39	31.2%	28	22.4%	7	5.6%
McCraw Junior High	112	60.9%	36	19.6%	18	9.8%	11	6.0%	7	3.8%
Odem Junior High	134	60.6%	33	14.9%	27	12.2%	17	7.7%	10	4.5%
All Campuses	1,012	60.7%	261	15.7%	182	10.9%	112	6.7%	99	5.9%

Table continues

Table C.8. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	Workshop on Study Skills									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	73	76.0%	8	8.3%	9	9.4%	4	4.2%	2	2.1%
Adams Middle School	510	84.3%	37	6.1%	31	5.1%	11	1.8%	16	2.6%
Memorial Middle School	299	72.2%	57	13.8%	34	8.2%	10	2.4%	14	3.4%
Driscoll Middle School	61	48.0%	30	23.6%	22	17.3%	5	3.9%	9	7.1%
McCraw Junior High	124	67.8%	27	14.8%	21	11.5%	9	4.9%	2	1.1%
Odem Junior High	168	76.7%	29	13.2%	12	5.5%	4	1.8%	6	2.7%
All Campuses	1,235	75.1%	188	11.4%	129	7.8%	43	2.6%	49	3.0%

Table continues

Table C.8. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	Workshop to Learn About the ACT, SAT, or Other College Entrance Exam									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	82	83.7%	9	9.2%	4	4.1%	2	2.0%	1	1.0%
Adams Middle School	481	79.8%	93	15.4%	17	2.8%	6	1.0%	6	1.0%
Memorial Middle School	272	65.7%	90	21.7%	34	8.2%	8	1.9%	10	2.4%
Driscoll Middle School	89	69.5%	17	13.3%	17	13.3%	2	1.6%	3	2.3%
McCraw Junior High	99	54.7%	51	28.2%	15	8.3%	13	7.2%	3	1.7%
Odem Junior High	162	75.0%	42	19.4%	9	4.2%	2	0.9%	1	0.5%
All Campuses	1,185	72.3%	302	18.4%	96	5.9%	33	2.0%	24	1.5%

Table continues

Table C.8. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	Class Field Trip to a Museum, Park, or Other Site to Learn More About a Subject Discussed in Class									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	47	47.5%	33	33.3%	13	13.1%	5	5.1%	1	1.0%
Adams Middle School	503	81.5%	94	15.2%	12	1.9%	4	0.6%	4	0.6%
Memorial Middle School	252	59.2%	125	29.3%	36	8.5%	8	1.9%	5	1.2%
Driscoll Middle School	46	36.2%	49	38.6%	29	22.8%	1	0.8%	2	1.6%
McCraw Junior High	12	6.5%	150	80.6%	16	8.6%	3	1.6%	5	2.7%
Odem Junior High	35	16.1%	147	67.7%	30	13.8%	4	1.8%	1	0.5%
All Campuses	895	53.5%	598	35.8%	136	8.1%	25	1.5%	18	1.1%

Table continues

Table C.8. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

	A Family Activity at School With a Parent or Guardian (Including Events With Fathers Active in Communities and Education [FACE])									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
Campus	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	53	53.5%	26	26.3%	15	15.2%	4	4.0%	1	1.0%
Adams Middle School	367	59.7%	136	22.1%	89	14.5%	13	2.1%	10	1.6%
Memorial Middle School	266	62.3%	106	24.8%	41	9.6%	9	2.1%	5	1.2%
Driscoll Middle School	71	55.9%	36	28.3%	15	11.8%	2	1.6%	3	2.4%
McCraw Junior High	105	56.8%	58	31.4%	16	8.6%	5	2.7%	1	0.5%
Odem Junior High	97	43.7%	87	39.2%	33	14.9%	3	1.4%	2	0.9%
All Campuses	959	57.3%	449	26.8%	209	12.5%	36	2.1%	22	1.3%

Table continues

Table C.8. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

	A Presentation by a Business Person or a Junior Achievement Activity									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
Campus	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	71	73.2%	20	20.6%	3	3.1%	2	2.1%	1	1.0%
Adams Middle School	400	65.4%	158	25.8%	38	6.2%	12	2.0%	4	0.7%
Memorial Middle School	241	56.7%	120	28.2%	36	8.5%	21	4.9%	7	1.6%
Driscoll Middle School	58	46.0%	39	31.0%	21	16.7%	6	4.8%	2	1.6%
McCraw Junior High	118	64.1%	53	28.8%	8	4.3%	5	2.7%	0	0.0%
Odem Junior High	81	37.2%	115	52.8%	14	6.4%	8	3.7%	0	0.0%
All Campuses	969	58.3%	505	30.4%	120	7.2%	54	3.2%	14	0.8%

Table continues

Table C.8. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	University Professor Visited Your Class									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	28	29.2%	16	16.7%	46	47.9%	5	5.2%	1	1.0%
Adams Middle School	530	86.2%	60	9.8%	15	2.4%	5	0.8%	5	0.8%
Memorial Middle School	257	60.8%	118	27.9%	29	6.9%	13	3.1%	6	1.4%
Driscoll Middle School	58	45.7%	31	24.4%	33	26.0%	4	3.1%	1	0.8%
McCraw Junior High	86	46.5%	75	40.5%	21	11.4%	2	1.1%	1	0.5%
Odem Junior High	130	58.8%	83	37.6%	7	3.2%	1	0.5%	0	0.0%
All Campuses	1,089	65.3%	383	23.0%	151	9.1%	30	1.8%	14	0.8%

Table continues

Table C.8. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	Used the Go Center for College or Career Information									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	92	92.9%	4	4.0%	0	0.0%	3	3.0%	0	0.0%
Adams Middle School	564	91.7%	36	5.9%	7	1.1%	3	0.5%	5	0.8%
Memorial Middle School	334	78.8%	60	14.2%	13	3.1%	8	1.9%	9	2.1%
Driscoll Middle School	73	57.5%	28	22.0%	20	15.7%	4	3.1%	2	1.6%
McCraw Junior High	162	88.0%	10	5.4%	8	4.3%	4	2.2%	0	0.0%
Odem Junior High	178	79.8%	40	17.9%	5	2.2%	0	0.0%	0	0.0%
All Campuses	1,403	83.9%	178	10.6%	53	3.2%	22	1.3%	16	1.0%

Source: STAR Middle School Student Survey, spring 2010.

Table C.9. Please Mark if You Have Ever Participated in the Following College and Career Awareness Activities During This School Year

Campus	Visited a College Campus With Your School				Attended a College or Career Fair at Your School			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	9	8.9%	92	91.1%	23	23.2%	76	76.8%
Adams Middle School	113	18.2%	507	81.8%	100	16.2%	517	83.8%
Memorial Middle School	141	32.8%	289	67.2%	91	21.2%	338	78.8%
Driscoll Middle School	64	50.0%	64	50.0%	39	31.2%	86	68.8%
McCraw Junior High	113	61.4%	71	38.6%	42	22.8%	142	77.2%
Odem Junior High	57	25.4%	167	74.6%	141	63.2%	82	36.8%
All Campuses	497	29.5%	1,190	70.5%	436	26.0%	1,241	74.0%

Table continues

Table C.9. Please Mark if You Have Ever Participated in the Following College and Career Awareness Activities During This School Year (Continued)

Campus	Attended a College Planning Workshop at Your School (Learning About College Entrance Exams and Entrance Requirements)				Received Assistance at School Completing College, Financial Aid, and Scholarship Applications			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	13	12.9%	88	87.1%	6	5.9%	95	94.1%
Adams Middle School	73	11.8%	545	88.2%	67	10.9%	545	89.1%
Memorial Middle School	143	33.3%	286	66.7%	87	20.4%	339	79.6%
Driscoll Middle School	47	36.7%	81	63.3%	35	27.3%	93	72.7%
McCraw Junior High	59	32.1%	125	67.9%	34	18.4%	151	81.6%
Odem Junior High	72	32.3%	151	67.7%	25	11.3%	196	88.7%
All Campuses	407	24.2%	1,276	75.8%	254	15.2%	1,419	84.8%

Table continues

Table C.9. Please Mark if You Have Ever Participated in the Following College and Career Awareness Activities During This School Year (Continued)

	Taken a Career Inventory/Test About Career Interests at Your School			Learned About Careers at Your School (Available Careers, Applying for Careers, Creating Resumes, Educational and Training Requirements)		
	Yes		No	Yes		No
	N	%	N	N	%	N
Campus						
Falfurrias Junior High	11	11.2%	87	21	21.0%	79
Adams Middle School	236	39.0%	369	360	58.3%	257
Memorial Middle School	189	44.7%	234	258	60.3%	170
Driscoll Middle School	88	69.8%	38	94	73.4%	34
McCraw Junior High	47	26.0%	134	111	60.3%	73
Odem Junior High	124	58.2%	89	173	78.3%	48
All Campuses	695	42.2%	951	1,017	60.6%	661

Table continues

Table C.9. Please Mark if You Have Ever Participated in the Following College and Career Awareness Activities During This School Year (Continued)

	Visited Local Employers			Interned or Shadowed Someone at a Job		
	Yes		No	Yes		No
	N	%	N	N	%	N
Campus						
Falfurrias Junior High	25	25.0%	75	9	8.9%	92
Adams Middle School	46	7.5%	569	69	11.2%	548
Memorial Middle School	67	15.8%	357	76	17.8%	352
Driscoll Middle School	10	7.8%	118	29	22.7%	99
McCraw Junior High	26	14.1%	159	24	13.0%	161
Odem Junior High	64	28.6%	160	73	32.7%	150
All Campuses	238	14.2%	1,438	280	16.6%	1,402

Table continues

Table C.9. Please Mark if You Have Ever Participated in the Following College and Career Awareness Activities During This School Year (Continued)

	A School Administrator or Teacher Visited Your Home			
	Yes		No	
	N	%	N	%
Campus				
Falfurrias Junior High	5	5.0%	96	95.0%
Adams Middle School	33	5.3%	585	94.7%
Memorial Middle School	43	10.0%	387	90.0%
Driscoll Middle School	8	6.3%	120	93.8%
McCraw Junior High	11	5.9%	174	94.1%
Odem Junior High	10	4.5%	213	95.5%
All Campuses	110	6.5%	1,575	93.5%

Source: STAR Middle School Student Survey, spring 2010.

Table C.10. Please Indicate How Familiar You Are With Each Type of College and University

Campus	Community or Junior Colleges (Two-Year Programs)					
	Not Familiar		Somewhat Familiar		Very Familiar	
	N	%	N	%	N	%
Falfurrias Junior High	76	76.8%	15	15.2%	8	8.1%
Adams Middle School	259	42.3%	252	41.2%	101	16.5%
Memorial Middle School	175	41.1%	182	42.7%	69	16.2%
Driscoll Middle School	42	33.1%	64	50.4%	21	16.5%
McCraw Junior High	83	46.1%	76	42.2%	21	11.7%
Odem Junior High	82	36.9%	102	45.9%	38	17.1%
All Campuses	717	43.0%	691	41.5%	258	15.5%

Table continues

Table C.10. Please Indicate How Familiar You Are With Each Type of College and University (Continued)

Campus	Four-Year Colleges and Universities					
	Not Familiar		Somewhat Familiar		Very Familiar	
	N	%	N	%	N	%
Falfurrias Junior High	54	54.5%	31	31.3%	14	14.1%
Adams Middle School	168	27.6%	234	38.4%	207	34.0%
Memorial Middle School	106	24.9%	152	35.7%	168	39.4%
Driscoll Middle School	30	23.6%	55	43.3%	42	33.1%
McCraw Junior High	56	30.6%	69	37.7%	58	31.7%
Odem Junior High	58	26.0%	81	36.3%	84	37.7%
All Campuses	472	28.3%	622	37.3%	573	34.4%

Table continues

Table C.10. Please Indicate How Familiar You Are With Each Type of College and University (Continued)

Campus	Vocational or Technical Schools					
	Not Familiar		Somewhat Familiar		Very Familiar	
	N	%	N	%	N	%
Falfurrias Junior High	81	81.8%	13	13.1%	5	5.1%
Adams Middle School	366	60.1%	183	30.0%	60	9.9%
Memorial Middle School	246	57.7%	136	31.9%	44	10.3%
Driscoll Middle School	62	48.8%	52	40.9%	13	10.2%
McCraw Junior High	106	59.6%	53	29.8%	19	10.7%
Odem Junior High	126	56.8%	78	35.1%	18	8.1%
All Campuses	987	59.4%	515	31.0%	159	9.6%

Source: STAR Middle School Student Survey, spring 2010.

Table C.11. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities

	Visited a College or University							
	Not At All Important		Not Important		Neither Important or Not Important		Important	
	N	%	N	%	N	%	N	%
Campus								
Falfurrias Junior High	36	36.4%	13	13.1%	18	18.2%	7	7.1%
Adams Middle School	80	13.1%	48	7.9%	122	20.0%	123	20.1%
Memorial Middle School	60	14.1%	65	15.3%	102	24.0%	48	11.3%
Driscoll Middle School	16	12.5%	8	6.3%	34	26.6%	31	24.2%
McCraw Junior High	10	5.4%	20	10.8%	45	24.3%	38	20.5%
Odem Junior High	30	13.5%	18	8.1%	59	26.6%	39	17.6%
All Campuses	232	13.9%	172	10.3%	380	22.8%	286	17.1%
							600	35.9%

Table continues

Table C.11. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

	Discussed College Opportunities With a School Counselor							
	Not At All Important		Not Important		Neither Important or Not Important		Important	
	N	%	N	%	N	%	N	%
Campus								
Falfurrias Junior High	43	43.4%	9	9.1%	19	19.2%	7	7.1%
Adams Middle School	126	20.6%	82	13.4%	133	21.7%	111	18.1%
Memorial Middle School	85	20.1%	77	18.2%	98	23.2%	73	17.3%
Driscoll Middle School	6	4.8%	7	5.6%	31	24.6%	23	18.3%
McCraw Junior High	26	14.1%	27	14.7%	50	27.2%	37	20.1%
Odem Junior High	34	15.3%	30	13.5%	50	22.5%	48	21.6%
All Campuses	320	19.2%	232	13.9%	381	22.9%	299	17.9%
							435	26.1%

Table continues

Table C.11. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

	Discussed College Opportunities With Your Teacher														
	Not At All Important			Not Important			Neither Important or Not Important			Important					
	N	%		N	%		N	%		N	%				
Campus															
Falfurrias Junior High	37	38.1%		12	12.4%		18	18.6%		7	7.2%		23	23.7%	
Adams Middle School	131	21.7%		96	15.9%		139	23.0%		87	14.4%		151	25.0%	
Memorial Middle School	72	17.0%		66	15.6%		105	24.8%		84	19.8%		97	22.9%	
Driscoll Middle School	8	6.3%		14	11.0%		33	26.0%		28	22.0%		44	34.6%	
McCraw Junior High	26	14.3%		26	14.3%		40	22.0%		47	25.8%		43	23.6%	
Odem Junior High	39	17.8%		23	10.5%		57	26.0%		51	23.3%		49	22.4%	
All Campuses	313	18.9%		237	14.3%		392	23.7%		304	18.4%		407	24.6%	

Table continues

Table C.11. Please Indicate how Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

	Discussed College Opportunities With Your Parent(s) or Guardian(s)													
	Not At All Important			Not Important			Neither Important or Not Important			Important			Very Important	
	N	%		N	%		N	%		N	%		N	%
Campus														
Falfurrias Junior High	21	21.6%		11	11.3%		15	15.5%		14	14.4%		36	37.1%
Adams Middle School	54	8.9%		37	6.1%		89	14.6%		109	17.9%		319	52.5%
Memorial Middle School	58	13.8%		29	6.9%		70	16.6%		75	17.8%		189	44.9%
Driscoll Middle School	13	10.2%		6	4.7%		27	21.3%		23	18.1%		58	45.7%
McCraw Junior High	18	9.8%		16	8.7%		28	15.2%		48	26.1%		74	40.2%
Odem Junior High	25	11.3%		16	7.2%		25	11.3%		46	20.7%		110	49.5%
All Campuses	189	11.4%		115	6.9%		254	15.3%		315	19.0%		786	47.4%

Table continues

Table C.11. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Discussed College Opportunities With a Brother or Sister													
	Not At All Important			Not Important			Neither Important or Not Important			Important			Very Important	
	N	%		N	%		N	%		N	%		N	%
Falfurrias Junior High	40	42.6%		9	9.6%		14	14.9%		10	10.6%		21	22.3%
Adams Middle School	183	30.5%		84	14.0%		105	17.5%		94	15.7%		134	22.3%
Memorial Middle School	105	25.0%		60	14.3%		93	22.1%		67	16.0%		95	22.6%
Driscoll Middle School	24	19.4%		13	10.5%		30	24.2%		28	22.6%		29	23.4%
McCraw Junior High	52	28.6%		27	14.8%		31	17.0%		37	20.3%		35	19.2%
Odem Junior High	60	27.6%		29	13.4%		47	21.7%		36	16.6%		45	20.7%
All Campuses	464	28.3%		222	13.6%		320	19.5%		272	16.6%		359	21.9%

Table continues

Table C.11. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Discussed College Opportunities With Another Family Member (e.g., an Aunt, Uncle, or Cousin)													
	Not At All Important			Not Important			Neither Important or Not Important			Important			Very Important	
	N	%		N	%		N	%		N	%		N	%
Falfurrias Junior High	28	29.2%		11	11.5%		21	21.9%		11	11.5%		25	26.0%
Adams Middle School	117	19.3%		76	12.5%		131	21.6%		114	18.8%		168	27.7%
Memorial Middle School	89	20.9%		48	11.3%		96	22.5%		69	16.2%		124	29.1%
Driscoll Middle School	20	15.9%		14	11.1%		34	27.0%		25	19.8%		33	26.2%
McCraw Junior High	28	15.6%		30	16.8%		38	21.2%		38	21.2%		45	25.1%
Odem Junior High	35	15.8%		25	11.3%		40	18.0%		59	26.6%		63	28.4%
All Campuses	317	19.2%		204	12.3%		360	21.8%		316	19.1%		458	27.7%

Table continues

Table C.11. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

	Looked at a Guide to Colleges and Universities (e.g., Barron's)									
	Not At All Important		Not Important		Neither Important or Not Important		Important		Very Important	
	N	%	N	%	N	%	N	%	N	%
Campus	45	45.5%	11	11.1%	14	14.1%	10	10.1%	19	19.2%
Falfurrias Junior High	122	20.3%	81	13.5%	114	18.9%	95	15.8%	190	31.6%
Adams Middle School	75	17.9%	59	14.0%	89	21.2%	78	18.6%	119	28.3%
Memorial Middle School	17	13.7%	17	13.7%	37	29.8%	20	16.1%	33	26.6%
Driscoll Middle School	31	16.9%	26	14.2%	43	23.5%	36	19.7%	47	25.7%
McCraw Junior High	34	15.7%	22	10.1%	53	24.4%	47	21.7%	61	28.1%
Odem Junior High	324	19.7%	216	13.1%	350	21.3%	286	17.4%	469	28.5%
All Campuses										

Table continues

Table C.11. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

	Commercials or Advertisements (TV, Online)									
	Not At All Important		Not Important		Neither Important or Not Important		Important		Very Important	
	N	%	N	%	N	%	N	%	N	%
Campus	35	36.5%	14	14.6%	19	19.8%	8	8.3%	20	20.8%
Falfurrias Junior High	170	28.1%	129	21.3%	123	20.3%	87	14.4%	96	15.9%
Adams Middle School	106	25.5%	80	19.3%	108	26.0%	55	13.3%	66	15.9%
Memorial Middle School	26	20.8%	26	20.8%	32	25.6%	18	14.4%	23	18.4%
Driscoll Middle School	39	21.5%	32	17.7%	44	24.3%	38	21.0%	28	15.5%
McCraw Junior High	35	15.8%	49	22.2%	63	28.5%	45	20.4%	29	13.1%
Odem Junior High	411	25.0%	330	20.1%	389	23.7%	251	15.3%	262	15.9%
All Campuses										

Table continues

Table C.11. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

Campus	Other							
	Not At All Important		Not Important		Neither Important or Not Important		Important	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	57	69.5%	8	9.8%	2	2.4%	6	7.3%
Adams Middle School	213	59.0%	40	11.1%	40	11.1%	21	5.8%
Memorial Middle School	158	53.6%	23	7.8%	43	14.6%	25	8.5%
Driscoll Middle School	35	41.2%	9	10.6%	23	27.1%	7	8.2%
McCraw Junior High	69	58.0%	12	10.1%	15	12.6%	10	8.4%
Odem Junior High	62	55.4%	7	6.3%	28	25.0%	8	7.1%
All Campuses	594	56.4%	99	9.4%	151	14.3%	77	7.3%

Source: STAR Middle School Student Survey, spring 2010.

Table C.12. Has Anyone Talked to You About College Entrance Requirements?

Campus	A GEAR UP, STAR Representative				My Parent(s) or Guardian(s)			
	No		Yes		No		Yes	
	N	%	N	%	N	%	N	%
Falfurrias Junior High	62	60.8%	40	39.2%	33	32.4%	69	67.6%
Adams Middle School	470	75.3%	154	24.7%	152	24.4%	472	75.6%
Memorial Middle School	302	69.9%	130	30.1%	128	29.6%	304	70.4%
Driscoll Middle School	87	68.0%	41	32.0%	30	23.4%	98	76.6%
McCraw Junior High	139	73.5%	50	26.5%	47	24.9%	142	75.1%
Odem Junior High	144	64.3%	80	35.7%	61	27.2%	163	72.8%
All Campuses	1,204	70.9%	495	29.1%	451	26.5%	1,248	73.5%

Table continues

Table C.12. Has Anyone Talked to You About College Entrance Requirements? (Continued)

Campus	My School Counselor			My Teacher(s)		
	No		Yes	No		Yes
	N	%	N	N	%	N
Falfurrias Junior High	79	77.5%	23	48	47.1%	54
Adams Middle School	457	73.2%	167	374	59.9%	250
Memorial Middle School	353	81.7%	79	211	48.8%	221
Driscoll Middle School	25	19.5%	103	47	36.7%	81
McCraw Junior High	110	58.2%	79	76	40.2%	113
Odem Junior High	140	62.5%	84	125	55.8%	99
All Campuses	1,164	68.5%	535	881	51.9%	818

Table continues

Table C.12. Has Anyone Talked to You About College Entrance Requirements? (Continued)

Campus	My Principal or Assistant Principal			My Brother or Sister		
	No		Yes	No		Yes
	N	%	N	N	%	N
Falfurrias Junior High	88	86.3%	14	70	68.6%	32
Adams Middle School	529	84.8%	95	432	69.2%	192
Memorial Middle School	343	79.4%	89	279	64.6%	153
Driscoll Middle School	83	64.8%	45	77	60.2%	51
McCraw Junior High	136	72.0%	53	121	64.0%	68
Odem Junior High	183	81.7%	41	148	66.1%	76
All Campuses	1,362	80.2%	337	1,127	66.3%	572

Table continues

Table C.12. Has Anyone Talked to You About College Entrance Requirements? (Continued)

Campus	Another Family Member			No One		
	No		Yes	No		Yes
	N	%	N	N	%	N
Falfurrias Junior High	58	56.9%	44	86	84.3%	16
Adams Middle School	340	54.5%	284	547	87.7%	77
Memorial Middle School	232	53.7%	200	380	88.0%	52
Driscoll Middle School	59	46.1%	69	120	93.8%	8
McCraw Junior High	95	50.3%	94	173	91.5%	16
Odem Junior High	116	51.8%	108	195	87.1%	29
All Campuses	900	53.0%	799	1,501	88.3%	198

Table continues

Table C.12. Has Anyone Talked to You About College Entrance Requirements? (Continued)

Campus	Other		
	No		Yes
	N	%	N
Falfurrias Junior High	93	91.2%	9
Adams Middle School	602	96.5%	22
Memorial Middle School	396	91.7%	36
Driscoll Middle School	123	96.1%	5
McCraw Junior High	174	92.1%	15
Odem Junior High	212	94.6%	12
All Campuses	1,600	94.2%	99

Source: STAR Middle School Student Survey, spring 2010.

Table C.13. Has Anyone Talked to You About Financial Aid Opportunities That Will Help Pay for College or University Tuition Expenses?

	A GEAR UP, STAR Representative				My Parent(s) or Guardian(s)			
	No		Yes		No		Yes	
	N	%	N	%	N	%	N	%
Campus	88	86.3%	14	13.7%	56	54.9%	46	45.1%
Falfurrias Junior High	556	89.1%	68	10.9%	298	47.8%	326	52.2%
Adams Middle School	354	81.9%	78	18.1%	224	51.9%	208	48.1%
Memorial Middle School	106	82.8%	22	17.2%	58	45.3%	70	54.7%
Driscoll Middle School	161	85.2%	28	14.8%	88	46.6%	101	53.4%
McCraw Junior High	179	79.9%	45	20.1%	110	49.1%	114	50.9%
All Campuses	1,444	85.0%	255	15.0%	834	49.1%	865	50.9%

Table continues

Table C.13. Has Anyone Talked to You About Financial Aid Opportunities That Will Help Pay for College or University Tuition Expenses? (Continued)

	My School Counselor				My Teacher(s)			
	No		Yes		No		Yes	
	N	%	N	%	N	%	N	%
Campus	93	91.2%	9	8.8%	81	79.4%	21	20.6%
Falfurrias Junior High	541	86.7%	83	13.3%	511	81.9%	113	18.1%
Adams Middle School	381	88.2%	51	11.8%	306	70.8%	126	29.2%
Memorial Middle School	60	46.9%	68	53.1%	77	60.2%	51	39.8%
Driscoll Middle School	146	77.2%	43	22.8%	125	66.1%	64	33.9%
McCraw Junior High	184	82.1%	40	17.9%	181	80.8%	43	19.2%
All Campuses	1,405	82.7%	294	17.3%	1,281	75.4%	418	24.6%

Table continues

Table C.13. Has Anyone Talked to You About Financial Aid Opportunities That Will Help Pay for College or University Tuition Expenses? (Continued)

	My Principal or Assistant Principal			My Brother or Sister		
	No		Yes	No		Yes
	N	%	N	N	%	%
Campus						
Falfurrias Junior High	94	92.2%	8	83	81.4%	19
Adams Middle School	585	93.8%	39	522	83.7%	102
Memorial Middle School	378	87.5%	54	349	80.8%	83
Driscoll Middle School	99	77.3%	29	98	76.6%	30
McCraw Junior High	168	88.9%	21	156	82.5%	33
Odem Junior High	202	90.2%	22	185	82.6%	39
All Campuses	1,526	89.8%	173	1,393	82.0%	306

Table continues

Table C.13. Has Anyone Talked to You About Financial Aid Opportunities That Will Help Pay for College or University Tuition Expenses? (Continued)

	Another Family Member			No One		
	No		Yes	No		Yes
	N	%	N	N	%	%
Campus						
Falfurrias Junior High	74	72.5%	28	58	56.9%	44
Adams Middle School	465	74.5%	159	410	65.7%	214
Memorial Middle School	303	70.1%	129	287	66.4%	145
Driscoll Middle School	78	60.9%	50	97	75.8%	31
McCraw Junior High	128	67.7%	61	135	71.4%	54
Odem Junior High	170	75.9%	54	151	67.4%	73
All Campuses	1,218	71.7%	481	1,138	67.0%	561

Table continues

Table C.13. Has Anyone Talked to You About Financial Aid Opportunities That Will Help Pay for College or University Tuition Expenses? (Continued)

Campus	Other			
	No		Yes	
	N	%	N	%
Falfurrias Junior High	98	96.1%	4	3.9%
Adams Middle School	607	97.3%	17	2.7%
Memorial Middle School	409	94.7%	23	5.3%
Driscoll Middle School	125	97.7%	3	2.3%
McCraw Junior High	179	94.7%	10	5.3%
Odem Junior High	215	96.0%	9	4.0%
All Campuses	1,633	96.1%	66	3.9%

Source: STAR Middle School Student Survey, spring 2010.

Table C.14. Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources?

Campus	A Four-Year College or University											
	Definitely		Probably		Not Sure		Probably Not		Definitely Not			
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	32	31.7%	34	33.7%	25	24.8%	4	4.0%	6	5.9%		
Adams Middle School	179	29.5%	241	39.8%	133	21.9%	27	4.5%	26	4.3%		
Memorial Middle School	135	31.8%	160	37.7%	105	24.8%	14	3.3%	10	2.4%		
Driscoll Middle School	30	23.8%	43	34.1%	35	27.8%	11	8.7%	7	5.6%		
McCraw Junior High	41	22.5%	80	44.0%	49	26.9%	7	3.8%	5	2.7%		
Odem Junior High	55	24.9%	89	40.3%	59	26.7%	12	5.4%	6	2.7%		
All Campuses	472	28.4%	647	39.0%	406	24.5%	75	4.5%	60	3.6%		

Table continues

Table C.14. Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources? (Continued)

Campus	A Community or Junior College (Two-Year Program)									
	Definitely		Probably		Not Sure		Probably Not		Definitely Not	
	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	25	25.5%	37	37.8%	23	23.5%	5	5.1%	8	8.2%
Adams Middle School	222	37.4%	219	36.9%	106	17.8%	20	3.4%	27	4.5%
Memorial Middle School	134	32.4%	152	36.7%	96	23.2%	19	4.6%	13	3.1%
Driscoll Middle School	27	21.6%	54	43.2%	30	24.0%	8	6.4%	6	4.8%
McCraw Junior High	54	30.3%	76	42.7%	37	20.8%	9	5.1%	2	1.1%
Odem Junior High	77	36.0%	69	32.2%	52	24.3%	10	4.7%	6	2.8%
All Campuses	539	33.2%	607	37.4%	344	21.2%	71	4.4%	62	3.8%

Table continues

Table C.14. Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources? (Continued)

Campus	A Vocational or Technical School									
	Definitely		Probably		Not Sure		Probably Not		Definitely Not	
	N	%	N	%	N	%	N	%	N	%
Falfurrias Junior High	17	17.5%	24	24.7%	33	34.0%	9	9.3%	14	14.4%
Adams Middle School	159	26.9%	172	29.1%	190	32.1%	34	5.8%	36	6.1%
Memorial Middle School	92	22.4%	114	27.7%	141	34.3%	38	9.2%	26	6.3%
Driscoll Middle School	23	18.4%	35	28.0%	44	35.2%	15	12.0%	8	6.4%
McCraw Junior High	38	21.5%	51	28.8%	66	37.3%	14	7.9%	8	4.5%
Odem Junior High	41	19.2%	62	29.1%	74	34.7%	18	8.5%	18	8.5%
All Campuses	370	22.9%	458	28.4%	548	34.0%	128	7.9%	110	6.8%

Source: STAR Middle School Student Survey, spring 2010.

Table C.15. What Is the Highest Level of Education That You Plan to Earn?

Campus	Falfurrias Junior High		Adams Middle School		Memorial Middle School		Driscoll Middle School	
	N	%	N	%	N	%	N	%
Less than high school	2	2.1%	4	0.7%	7	1.7%	0	0.0%
High school	4	4.1%	24	4.1%	18	4.4%	7	5.5%
High school plus vocational school	3	3.1%	10	1.7%	10	2.5%	1	0.8%
Some college but less than a four-year degree (not an associate's degree)	9	9.3%	28	4.8%	23	5.7%	8	6.3%
Associate's degree (two-year community college)	4	4.1%	30	5.1%	22	5.4%	3	2.4%
Bachelor's degree (four-year college or university degree)	17	17.5%	178	30.4%	107	26.4%	31	24.4%
Graduate or professional degree (master's, Ph.D., law degree, M.D., etc.)	39	40.2%	227	38.8%	154	38.0%	44	34.6%
Don't know	19	19.6%	84	14.4%	64	15.8%	33	26.0%

Table continues

Table C.15. What Is the Highest Level of Education That You Plan to Earn? (Continued)

Campus	McCraw Junior High		Odem Junior High		All Campuses	
	N	%	N	%	N	%
Less than high school	1	0.6%	1	0.5%	15	0.9%
High school	8	4.5%	4	1.9%	65	4.0%
High school plus vocational school	3	1.7%	6	2.8%	33	2.1%
Some college but less than a four-year degree (not an associate's degree)	3	1.7%	10	4.7%	81	5.0%
Associate's degree (two-year community college)	13	7.4%	8	3.7%	80	5.0%
Bachelor's degree (four-year college or university degree)	45	25.6%	75	34.9%	453	28.2%
Graduate or professional degree (master's, Ph.D., law degree, M.D., etc.)	64	36.4%	78	36.3%	606	37.8%
Don't know	39	22.2%	33	15.3%	272	16.9%

Source: STAR Middle School Student Survey, spring 2010.

APPENDIX D

SPRING 2010 STAR HIGH SCHOOL STUDENT SURVEY TABLES

Table D.1. Number of High School Respondents by District and School

Campus	Number of Students	Surveys Received	Response Rate
Brooks County ISD			
Falfurrias High School	427	109	25.5%
Alice ISD			
Alice High School	1,334	998	74.8%
Kingsville ISD			
H. M. King High School	1,098	756	68.9%
Corpus Christi ISD			
Miller High School	958	664	69.3%
Mathis ISD			
Mathis High School	505	397	78.6%
Odem-Edroy ISD			
Odem High School	302	237	78.5%
All Campuses	4,624	3,161	68.4%

Source: STAR High School Student Survey, spring 2010.

Note. Number of students based on AEIS 2008-09 count.

Table D.2. Prior Year Enrollment Status of Students Responding to the High School Survey

Campus	Yes		No	
	N	%	N	%
Falfurrias High School	94	87.0%	14	13.0%
Alice High School	781	78.5%	214	21.5%
H. M. King High School	539	72.0%	210	28.0%
Miller High School	454	68.9%	205	31.1%
Mathis High School	287	92.3%	24	7.7%
Odem High School	203	86.4%	32	13.6%
All Campuses	2,358	77.1%	699	22.9%

Source: STAR High School Student Survey, spring 2010.

Table D.3. Grade Levels of Students Responding to the High School Survey

Campus	9		10		11		12	
	N	%	N	%	N	%	N	%
Falfurrias High School	12	11.0%	25	22.9%	43	39.4%	29	26.6%
Alice High School	326	32.7%	205	20.5%	231	23.1%	236	23.6%
H. M. King High School	229	30.3%	212	28.1%	160	21.2%	154	20.4%
Miller High School	184	27.7%	176	26.5%	187	28.2%	117	17.6%
Mathis High School	120	38.6%	105	33.8%	86	27.7%	0	0.0%
Odem High School	78	32.9%	54	22.8%	54	22.8%	51	21.5%
All Campuses	949	30.9%	777	25.3%	761	24.8%	587	19.1%

Source: STAR High School Student Survey, spring 2010.

Table D.4. Gender of Students Responding to the High School Survey

Campus	Male		Female	
	N	%	N	%
Falfurrias High School	52	48.1%	56	51.9%
Alice High School	522	52.7%	469	47.3%
H. M. King High School	380	50.5%	372	49.5%
Miller High School	331	50.3%	327	49.7%
Mathis High School	160	51.4%	151	48.6%
Odem High School	112	47.5%	124	52.5%
All Campuses	1,557	50.9%	1,499	49.1%

Source: STAR High School Student Survey, spring 2010.

Table D.5. Ethnicity of Students Responding to the High School Survey

Campus	Which of the following best describes you?							
	Hispanic, Latino		African American		White		Other	
	N	%	N	%	N	%	N	%
Falfurrias High School	105	96.3%	0	0.0%	4	3.7%	0	0.0%
Alice High School	893	89.7%	8	0.8%	70	7.0%	25	2.5%
H. M. King High School	608	80.6%	18	2.4%	98	13.0%	30	4.0%
Miller High School	570	86.0%	44	6.6%	32	4.8%	17	2.6%
Mathis High School	263	84.8%	6	1.9%	32	10.3%	9	2.9%
Odem High School	185	78.1%	1	0.4%	40	16.9%	11	4.6%
All Campuses	2,624	85.5%	77	2.5%	276	9.0%	92	3.0%

Source: STAR High School Student Survey, spring 2010.

Table D.6. How Much Time Do You Usually Spend on Homework Each Day?

Campus	Less Than 30 Minutes		30 to 59 Minutes		1 to 2 Hours		More Than 2 Hours		My teacher does not assign homework.	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	55	50.9%	32	29.6%	5	4.6%	0	0.0%	16	14.8%
Alice High School	415	42.1%	348	35.3%	89	9.0%	24	2.4%	109	11.1%
H. M. King High School	326	44.0%	251	33.9%	75	10.1%	33	4.5%	56	7.6%
Miller High School	265	41.1%	176	27.3%	41	6.4%	15	2.3%	147	22.8%
Mathis High School	119	39.1%	108	35.5%	46	15.1%	10	3.3%	21	6.9%
Odem High School	90	38.5%	96	41.0%	35	15.0%	3	1.3%	10	4.3%
All Campuses	1,270	42.1%	1,011	33.5%	291	9.6%	85	2.8%	359	11.9%

Source: STAR High School Student Survey, spring 2010.

Table D.7. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year

Campus	Tutoring for an Academic Subject									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	37	34.3%	32	29.6%	32	29.6%	6	5.6%	1	0.9%
Alice High School	233	23.4%	343	34.5%	324	32.6%	77	7.7%	18	1.8%
H. M. King High School	197	26.2%	226	30.0%	262	34.8%	58	7.7%	10	1.3%
Miller High School	174	26.4%	204	30.9%	216	32.7%	56	8.5%	10	1.5%
Mathis High School	127	40.8%	117	37.6%	61	19.6%	6	1.9%	0	0.0%
Odem High School	63	26.6%	65	27.4%	81	34.2%	17	7.2%	11	4.6%
All Campuses	831	27.1%	987	32.2%	976	31.9%	220	7.2%	50	1.6%

Table continues

Table D.7. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	Mentoring By an Adult Who Is Not Your Parent, Guardian, or a Teacher									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 Or 2 Times a MONTH)		Often (1 Or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	53	50.0%	22	20.8%	25	23.6%	5	4.7%	1	0.9%
Alice High School	478	48.6%	275	27.9%	154	15.7%	54	5.5%	23	2.3%
H. M. King High School	313	42.2%	189	25.5%	161	21.7%	54	7.3%	25	3.4%
Miller High School	337	51.3%	146	22.2%	124	18.9%	36	5.5%	14	2.1%
Mathis High School	162	52.3%	89	28.7%	41	13.2%	15	4.8%	3	1.0%
Odem High School	102	43.2%	70	29.7%	50	21.2%	10	4.2%	4	1.7%
All Campuses	1,445	47.6%	791	26.1%	555	18.3%	174	5.7%	70	2.3%

Table continues

Table D.7. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	Counseling About Your Grades									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	33	32.4%	22	21.6%	32	31.4%	14	13.7%	1	1.0%
Alice High School	288	29.7%	295	30.4%	274	28.3%	97	10.0%	15	1.5%
H. M. King High School	228	31.3%	204	28.0%	198	27.2%	81	11.1%	17	2.3%
Miller High School	161	25.0%	213	33.1%	182	28.3%	71	11.0%	17	2.6%
Mathis High School	142	46.7%	100	32.9%	51	16.8%	11	3.6%	0	0.0%
Odem High School	73	31.6%	67	29.0%	69	29.9%	18	7.8%	4	1.7%
All Campuses	925	31.1%	901	30.3%	806	27.1%	292	9.8%	54	1.8%

Table continues

Table D.7. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	Workshop on Study Skills									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	63	61.2%	22	21.4%	16	15.5%	2	1.9%	0	0.0%
Alice High School	627	64.9%	212	21.9%	100	10.4%	24	2.5%	3	0.3%
H. M. King High School	437	59.6%	183	25.0%	88	12.0%	20	2.7%	5	0.7%
Miller High School	312	48.7%	169	26.4%	124	19.3%	28	4.4%	8	1.2%
Mathis High School	168	55.3%	96	31.6%	35	11.5%	3	1.0%	2	0.7%
Odem High School	125	53.9%	72	31.0%	28	12.1%	5	2.2%	2	0.9%
All Campuses	1,732	58.1%	754	25.3%	391	13.1%	82	2.8%	20	0.7%

Table continues

Table D.7. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	Workshop to Learn About the ACT, SAT, or Other College Entrance Exam									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	45	42.9%	28	26.7%	26	24.8%	6	5.7%	0	0.0%
Alice High School	515	52.2%	289	29.3%	137	13.9%	40	4.1%	5	0.5%
H. M. King High School	366	49.5%	229	30.9%	120	16.2%	20	2.7%	5	0.7%
Miller High School	299	46.1%	172	26.5%	121	18.6%	49	7.6%	8	1.2%
Mathis High School	165	53.7%	96	31.3%	39	12.7%	6	2.0%	1	0.3%
Odem High School	119	51.1%	66	28.3%	41	17.6%	6	2.6%	1	0.4%
All Campuses	1,509	50.0%	880	29.1%	484	16.0%	127	4.2%	20	0.7%

Table continues

Table D.7. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	Class Field Trip to Learn More About a Subject Discussed in Class									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	64	61.5%	23	22.1%	16	15.4%	0	0.0%	1	1.0%
Alice High School	723	73.5%	187	19.0%	60	6.1%	12	1.2%	2	0.2%
H. M. King High School	495	66.6%	172	23.1%	64	8.6%	9	1.2%	3	0.4%
Miller High School	411	63.2%	161	24.8%	60	9.2%	15	2.3%	3	0.5%
Mathis High School	96	31.5%	134	43.9%	68	22.3%	6	2.0%	1	0.3%
Odem High School	84	35.9%	94	40.2%	49	20.9%	7	3.0%	0	0.0%
All Campuses	1,873	62.0%	771	25.5%	317	10.5%	49	1.6%	10	0.3%

Table continues

Table D.7. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	A Family Activity at School With a Parent or Guardian (Including Events With FACE)									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	66	62.3%	20	18.9%	16	15.1%	4	3.8%	0	0.0%
Alice High School	574	58.0%	255	25.8%	123	12.4%	32	3.2%	6	0.6%
H. M. King High School	484	64.6%	165	22.0%	79	10.5%	17	2.3%	4	0.5%
Miller High School	399	60.6%	163	24.8%	76	11.6%	16	2.4%	4	0.6%
Mathis High School	186	60.2%	79	25.6%	40	12.9%	4	1.3%	0	0.0%
Odem High School	118	50.2%	72	30.6%	38	16.2%	6	2.6%	1	0.4%
All Campuses	1,827	60.0%	754	24.7%	372	12.2%	79	2.6%	15	0.5%

Table continues

Table D.7. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	A Presentation by a Business Person or a Junior Achievement Activity									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	56	53.8%	34	32.7%	12	11.5%	2	1.9%	0	0.0%
Alice High School	584	59.0%	298	30.1%	89	9.0%	13	1.3%	5	0.5%
H. M. King High School	376	50.3%	231	30.9%	110	14.7%	26	3.5%	4	0.5%
Miller High School	310	47.5%	194	29.7%	103	15.8%	43	6.6%	3	0.5%
Mathis High School	198	64.5%	89	29.0%	16	5.2%	4	1.3%	0	0.0%
Odem High School	92	39.1%	81	34.5%	56	23.8%	6	2.6%	0	0.0%
All Campuses	1,616	53.2%	927	30.5%	386	12.7%	94	3.1%	12	0.4%

Table continues

Table D.7. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	University Professor Visited Your Class									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	56	54.9%	28	27.5%	15	14.7%	3	2.9%	0	0.0%
Alice High School	726	73.6%	201	20.4%	48	4.9%	10	1.0%	2	0.2%
H. M. King High School	510	68.3%	166	22.2%	61	8.2%	5	0.7%	5	0.7%
Miller High School	350	53.3%	179	27.2%	100	15.2%	23	3.5%	5	0.8%
Mathis High School	200	64.7%	82	26.5%	23	7.4%	4	1.3%	0	0.0%
Odem High School	129	55.1%	69	29.5%	28	12.0%	8	3.4%	0	0.0%
All Campuses	1,971	64.9%	725	23.9%	275	9.1%	53	1.7%	12	0.4%

Table continues

Table D.7. Please Mark How Often You Have Participated in Each of the Following Activities During This School Year (Continued)

Campus	Used the Go Center for College or Career Information									
	Never		Rarely (1 or 2 Times a YEAR)		Sometimes (1 or 2 Times a MONTH)		Often (1 or 2 Times a WEEK)		Almost Every Day	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	60	58.3%	26	25.2%	15	14.6%	2	1.9%	0	0.0%
Alice High School	358	36.1%	330	33.3%	208	21.0%	82	8.3%	13	1.3%
H. M. King High School	370	49.6%	168	22.5%	143	19.2%	56	7.5%	9	1.2%
Miller High School	283	43.1%	156	23.8%	137	20.9%	57	8.7%	23	3.5%
Mathis High School	249	81.1%	44	14.3%	11	3.6%	3	1.0%	0	0.0%
Odem High School	162	68.4%	44	18.6%	26	11.0%	3	1.3%	2	0.8%
All Campuses	1,482	48.8%	768	25.3%	540	17.8%	203	6.7%	47	1.5%

Source: STAR High School Student Survey, spring 2010.

Table D.8. Please Mark if You Have Ever Participated in the Following Activities During This School Year

Campus	Visited a College Campus With Your School				Attended a College or Career Fair at Your School			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Falfurrias High School	61	57.5%	45	42.5%	86	81.1%	20	18.9%
Alice High School	301	30.4%	690	69.6%	520	52.4%	472	47.6%
H. M. King High School	258	34.4%	491	65.6%	407	54.3%	343	45.7%
Miller High School	232	35.3%	426	64.7%	152	23.1%	505	76.9%
Mathis High School	166	53.4%	145	46.6%	43	13.8%	268	86.2%
Odem High School	165	69.6%	72	30.4%	171	72.2%	66	27.8%
All Campuses	1,183	38.8%	1,869	61.2%	1,379	45.2%	1,674	54.8%

Table continues

Table D.8. Please Mark if You Have Ever Participated in the Following Activities During This School Year (Continued)

Campus	Attended a College Planning Workshop at Your School (Learning About College Entrance Exams and Entrance Requirements)			Received Assistance at School Completing College, Financial Aid, and Scholarship Applications		
	Yes		No	Yes		No
	N	%	N	N	%	N
Falfurrias High School	52	49.1%	54	41	39.4%	63
Alice High School	306	30.8%	686	314	31.7%	676
H. M. King High School	224	29.9%	525	203	27.1%	547
Miller High School	229	34.9%	428	212	32.5%	441
Mathis High School	54	17.5%	255	46	14.8%	265
Odem High School	83	35.0%	154	83	35.2%	153
All Campuses	948	31.1%	2,102	899	29.5%	2,145

Table continues

Table D.8. Please Mark if You Have Ever Participated in the Following Activities During This School Year (Continued)

Campus	Taken a Career Inventory/Test About Career Interests at Your School			Learned About Careers at Your School and/or Career Requirements		
	Yes		No	Yes		No
	N	%	N	N	%	N
Falfurrias High School	55	52.4%	50	82	77.4%	24
Alice High School	455	46.0%	535	664	67.2%	324
H. M. King High School	305	40.8%	443	448	60.0%	299
Miller High School	199	30.5%	454	404	61.8%	250
Mathis High School	88	28.5%	221	148	47.6%	163
Odem High School	148	62.4%	89	168	71.5%	67
All Campuses	1,250	41.1%	1,792	1,914	62.9%	1,127

Table continues

Table D.8. Please Mark if You Have Ever Participated in the Following Activities During This School Year (Continued)

Campus	Visited Local Employers			Interned or Shadowed Someone at a Job		
	Yes		No	Yes		No
	N	%		N	%	
Falfurrias High School	15	14.3%	90	10	9.4%	96
Alice High School	145	14.7%	843	153	15.5%	836
H. M. King High School	131	17.5%	618	127	17.0%	622
Miller High School	90	13.7%	565	65	9.9%	591
Mathis High School	41	13.2%	270	62	19.9%	249
Odem High School	33	14.0%	203	36	15.2%	201
All Campuses	455	14.9%	2,589	453	14.9%	2,595

Table continues

Table D.8. Please Mark if You Have Ever Participated in the Following Activities During This School Year (Continued)

Campus	A School Administrator or Teacher Visited Your Home		
	Yes		No
	N	%	
Falfurrias High School	17	16.0%	89
Alice High School	50	5.1%	936
H. M. King High School	55	7.3%	696
Miller High School	62	9.5%	594
Mathis High School	32	10.3%	279
Odem High School	14	5.9%	223
All Campuses	230	7.5%	2,817

Source: STAR High School Student Survey, spring 2010.

Table D.9. Please Indicate How Familiar You Are With Each Type of College and University

Campus	Community or Junior Colleges (Two-Year Programs)					
	Not Familiar		Somewhat Familiar		Very Familiar	
	N	%	N	%	N	%
Falfurrias High School	18	17.1%	53	50.5%	34	32.4%
Alice High School	218	22.1%	515	52.2%	254	25.7%
H. M. King High School	188	25.2%	411	55.1%	147	19.7%
Miller High School	166	25.5%	327	50.3%	157	24.2%
Mathis High School	63	20.3%	189	61.0%	58	18.7%
Odem High School	40	16.9%	126	53.4%	70	29.7%
All Campuses	693	22.8%	1,621	53.4%	720	23.7%

Table continues

Table D.9. Please Indicate How Familiar You Are With Each Type of College and University (Continued)

Campus	Four-Year Colleges or Universities					
	Not Familiar		Somewhat Familiar		Very Familiar	
	N	%	N	%	N	%
Falfurrias High School	10	9.5%	41	39.0%	54	51.4%
Alice High School	162	16.4%	369	37.3%	458	46.3%
H. M. King High School	130	17.4%	298	39.9%	319	42.7%
Miller High School	127	19.4%	316	48.4%	210	32.2%
Mathis High School	45	14.5%	162	52.1%	104	33.4%
Odem High School	28	11.9%	101	43.0%	106	45.1%
All Campuses	502	16.5%	1,287	42.3%	1,251	41.2%

Table continues

Table D.9. Please Indicate How Familiar You Are With Each Type of College and University (Continued)

Campus	Vocational or Technical Schools					
	Not Familiar		Somewhat Familiar		Very Familiar	
	N	%	N	%	N	%
Falfurrias High School	48	45.3%	44	41.5%	14	13.2%
Alice High School	488	49.6%	367	37.3%	128	13.0%
H. M. King High School	356	47.8%	296	39.8%	92	12.4%
Miller High School	304	46.7%	273	41.9%	74	11.4%
Mathis High School	149	48.1%	132	42.6%	29	9.4%
Odem High School	91	38.7%	104	44.3%	40	17.0%
All Campuses	1,436	47.4%	1,216	40.1%	377	12.4%

Source: STAR High School Student Survey, spring 2010.

Table D.10. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities

	Visited a College or University											
	Not At All Important			Not Important			Neither Important Nor Not Important			Important		
	N	%		N	%		N	%		N	%	
Campus	8	7.6%		4	3.8%		18	17.1%		23	21.9%	
Falfurrias High School	73	7.4%		55	5.6%		245	24.7%		203	20.5%	
Alice High School	60	8.0%		59	7.9%		203	27.1%		181	24.2%	
H. M. King High School	63	9.7%		44	6.8%		185	28.4%		133	20.4%	
Miller High School	17	5.5%		14	4.5%		79	25.6%		61	19.8%	
Mathis High School	10	4.2%		11	4.7%		49	20.8%		54	22.9%	
Odem High School	231	7.6%		187	6.2%		779	25.6%		655	21.6%	
All Campuses												

Table continues

Table D.10. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

	Discussed College Opportunities With a School Counselor													
	Not At All Important			Not Important			Neither Important Nor Not Important			Important			Very Important	
	N	%		N	%		N	%		N	%		N	%
Campus														
Falfurrias High School	7	6.8%		4	3.9%		20	19.4%		32	31.1%		40	38.8%
Alice High School	70	7.1%		88	8.9%		237	24.0%		240	24.3%		351	35.6%
H. M. King High School	73	9.8%		86	11.5%		184	24.7%		188	25.2%		215	28.8%
Miller High School	46	7.1%		60	9.3%		144	22.3%		163	25.2%		233	36.1%
Mathis High School	27	8.7%		40	12.9%		74	23.9%		65	21.0%		103	33.3%
Odem High School	11	4.7%		19	8.1%		58	24.6%		67	28.4%		81	34.3%
All Campuses	234	7.7%		297	9.8%		717	23.7%		755	25.0%		1,023	33.8%

Table continues

Table D.10. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

	Discussed College Opportunities With Your Teacher									
	Not At All Important		Not Important		Neither Important Nor Not Important		Important		Very Important	
	N	%	N	%	N	%	N	%	N	%
Campus										
Falfurrias High School	7	6.7%	11	10.6%	30	28.8%	24	23.1%	32	30.8%
Alice High School	82	8.3%	126	12.8%	293	29.7%	218	22.1%	267	27.1%
H. M. King High School	80	10.7%	113	15.1%	244	32.7%	182	24.4%	128	17.1%
Miller High School	61	9.4%	75	11.6%	177	27.3%	155	23.9%	180	27.8%
Mathis High School	26	8.5%	29	9.4%	77	25.1%	74	24.1%	101	32.9%
Odem High School	14	5.9%	20	8.5%	62	26.3%	60	25.4%	80	33.9%
All Campuses	270	8.9%	374	12.4%	883	29.2%	713	23.5%	788	26.0%

Table continues

Table D.10. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

	Discussed College Opportunities With Your Parent(s) or Guardian(s)									
	Not At All Important		Not Important		Neither Important Nor Not Important		Important		Very Important	
	N	%	N	%	N	%	N	%	N	%
Campus										
Falfurrias High School	4	3.8%	8	7.7%	19	18.3%	23	22.1%	50	48.1%
Alice High School	53	5.4%	48	4.9%	175	17.8%	198	20.1%	510	51.8%
H. M. King High School	42	5.7%	39	5.2%	141	19.0%	169	22.7%	352	47.4%
Miller High School	50	7.7%	57	8.8%	124	19.2%	144	22.3%	272	42.0%
Mathis High School	25	8.1%	24	7.8%	48	15.6%	69	22.4%	142	46.1%
Odem High School	10	4.2%	6	2.5%	44	18.6%	51	21.6%	125	53.0%
All Campuses	184	6.1%	182	6.0%	551	18.2%	654	21.6%	1,451	48.0%

Table continues

Table D.10. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

	Discussed College Opportunities With a Brother or Sister											
	Not At All Important			Not Important			Neither Important Nor Not Important			Important		
	N	%		N	%		N	%		N	%	
Campus	14	13.6%		11	10.7%		31	30.1%		18	17.5%	
Falfurrias High School	165	16.8%		137	13.9%		271	27.5%		182	18.5%	
Alice High School	140	18.8%		111	14.9%		202	27.2%		146	19.6%	
H. M. King High School	118	18.2%		98	15.1%		144	22.2%		134	20.6%	
Miller High School	57	18.5%		39	12.7%		78	25.3%		74	24.0%	
Mathis High School	25	10.6%		23	9.7%		73	30.9%		56	23.7%	
Odem High School												
All Campuses	519	17.2%		419	13.9%		799	26.4%		610	20.2%	

Table continues

Table D.10. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

	Discussed College Opportunities With Another Family Member													
	Not At All Important			Not Important			Neither Important Nor Not Important			Important			Very Important	
	N	%		N	%		N	%		N	%		N	%
Campus														
Falfurrias High School	14	13.5%		12	11.5%		30	28.8%		20	19.2%		28	26.9%
Alice High School	102	10.4%		129	13.1%		267	27.2%		228	23.2%		255	26.0%
H. M. King High School	85	11.4%		111	14.9%		212	28.4%		170	22.8%		168	22.5%
Miller High School	103	15.8%		76	11.7%		164	25.2%		143	22.0%		165	25.3%
Mathis High School	41	13.5%		30	9.9%		84	27.6%		79	26.0%		70	23.0%
Odem High School	14	6.0%		21	8.9%		57	24.3%		72	30.6%		71	30.2%
All Campuses	359	11.9%		379	12.5%		814	26.9%		712	23.6%		757	25.1%

Table continues

Table D.10. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

	Looked at a Guide to Colleges and Universities (e.g., Barron's)							
	Not At All Important		Not Important		Neither Important Nor Not Important		Important	
	N	%	N	%	N	%	N	%
Campus								
Falfurrias High School	7	6.7%	6	5.8%	33	31.7%	26	25.0%
Alice High School	90	9.2%	86	8.8%	230	23.4%	239	24.4%
H. M. King High School	73	9.8%	87	11.7%	173	23.3%	209	28.1%
Miller High School	89	13.7%	81	12.5%	151	23.2%	152	23.4%
Mathis High School	30	9.9%	30	9.9%	73	24.2%	81	26.8%
Odem High School	16	6.8%	15	6.4%	53	22.6%	53	22.6%
All Campuses	305	10.1%	305	10.1%	713	23.6%	760	25.2%

Table continues

Table D.10. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

	Commercials or Advertisements (TV, Online)							
	Not At All Important		Not Important		Neither Important Nor Not Important		Important	
	N	%	N	%	N	%	N	%
Campus								
Falfurrias High School	15	14.6%	14	13.6%	35	34.0%	21	20.4%
Alice High School	170	17.2%	198	20.1%	317	32.1%	154	15.6%
H. M. King High School	141	18.9%	149	19.9%	236	31.6%	136	18.2%
Miller High School	98	15.2%	136	21.1%	193	29.9%	120	18.6%
Mathis High School	51	16.8%	67	22.0%	95	31.3%	54	17.8%
Odem High School	30	12.8%	35	15.0%	70	29.9%	56	23.9%
All Campuses	505	16.7%	599	19.8%	946	31.3%	541	17.9%

Table continues

Table D.10. Please Indicate How Important Each of the Following Sources Was in Helping You Learn About Colleges and Universities (Continued)

	Other											
	Not At All Important				Not Important				Neither Important Nor Not Important			
	N	%			N	%			N	%		
Campus												
Falfurrias High School	21	33.3%			7	11.1%			19	30.2%	4	6.3%
Alice High School	219	43.8%			62	12.4%			103	20.6%	42	8.4%
H. M. King High School	191	45.2%			40	9.5%			90	21.3%	41	9.7%
Miller High School	180	43.5%			41	9.9%			90	21.7%	45	10.9%
Mathis High School	80	50.0%			16	10.0%			28	17.5%	13	8.1%
Odem High School	36	32.7%			12	10.9%			34	30.9%	10	9.1%
All Campuses	727	43.5%			178	10.7%			364	21.8%	155	9.3%
												14.7%

Source: STAR High School Student Survey, spring 2010.

Table D.11. Has Anyone Talked to You About College Entrance Requirements?

	A GEAR UP, STAR Representative						My Parent(s) or Guardian(s)						My School Counselor					
	No			Yes			No			Yes			No			Yes		
	N	%		N	%		N	%		N	%		N	%		N	%	
Campus																		
Falfurrias High School	78	71.6%		31	28.4%		43	39.4%		66	60.6%		31	28.4%		78	71.6%	
Alice High School	568	56.9%		430	43.1%		325	32.6%		673	67.4%		370	37.1%		628	62.9%	
H. M. King High School	562	74.3%		194	25.7%		289	38.2%		467	61.8%		440	58.2%		316	41.8%	
Miller High School	437	65.8%		227	34.2%		315	47.4%		349	52.6%		226	34.0%		438	66.0%	
Mathis High School	215	69.1%		96	30.9%		125	40.2%		186	59.8%		224	72.0%		87	28.0%	
Odem High School	148	62.4%		89	37.6%		73	30.8%		164	69.2%		94	39.7%		143	60.3%	
All Campuses	2,008	65.3%		1,067	34.7%		1,170	38.0%		1,905	62.0%		1,385	45.0%		1,690	55.0%	

Table continues

Table D.11. Has Anyone Talked to You About College Entrance Requirements? (Continued)

Campus	My Teacher(s)				My Principal or Assistant Principal				My Brother or Sister			
	No		Yes		No		Yes		No		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	59	54.1%	50	45.9%	90	82.6%	19	17.4%	78	71.6%	31	28.4%
Alice High School	489	49.0%	509	51.0%	891	89.3%	107	10.7%	701	70.2%	297	29.8%
H. M. King High School	397	52.5%	359	47.5%	691	91.4%	65	8.6%	555	73.4%	201	26.6%
Miller High School	272	41.0%	392	59.0%	501	75.5%	163	24.5%	498	75.0%	166	25.0%
Mathis High School	104	33.4%	207	66.6%	251	80.7%	60	19.3%	219	70.4%	92	29.6%
Odem High School	85	35.9%	152	64.1%	210	88.6%	27	11.4%	155	65.4%	82	34.6%
All Campuses	1,406	45.7%	1,669	54.3%	2,634	85.7%	441	14.3%	2,206	71.7%	869	28.3%

Table continues

Table D.11. Has Anyone Talked to You About College Entrance Requirements? (Continued)

Campus	Another Family Member				No One Has Spoken to Me About College Entrance Requirements.				Other			
	No		Yes		No		Yes		No		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	66	60.6%	43	39.4%	97	89.0%	12	11.0%	106	97.2%	3	2.8%
Alice High School	580	58.1%	418	41.9%	912	91.4%	86	8.6%	950	95.2%	48	4.8%
H. M. King High School	467	61.8%	289	38.2%	639	84.5%	117	15.5%	711	94.0%	45	6.0%
Miller High School	449	67.6%	215	32.4%	586	88.3%	78	11.7%	633	95.3%	31	4.7%
Mathis High School	184	59.2%	127	40.8%	275	88.4%	36	11.6%	296	95.2%	15	4.8%
Odem High School	130	54.9%	107	45.1%	219	92.4%	18	7.6%	224	94.5%	13	5.5%
All Campuses	1,876	61.0%	1,199	39.0%	2,728	88.7%	347	11.3%	2,920	95.0%	155	5.0%

Source: STAR High School Student Survey, spring 2010.

Table D.12. Has Anyone Talked to You About Financial Aid Opportunities That Will Help Pay College or University Tuition Expenses?

Campus	A GEAR UP, STAR Representative				My Parent(s) or Guardian(s)				My School Counselor			
	No		Yes		No		Yes		No		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	90	82.6%	19	17.4%	52	47.7%	57	52.3%	47	43.1%	62	56.9%
Alice High School	674	67.5%	324	32.5%	493	49.4%	505	50.6%	539	54.0%	459	46.0%
H. M. King High School	629	83.2%	127	16.8%	422	55.8%	334	44.2%	564	74.6%	192	25.4%
Miller High School	480	72.3%	184	27.7%	437	65.8%	227	34.2%	303	45.6%	361	54.4%
Mathis High School	261	83.9%	50	16.1%	178	57.2%	133	42.8%	244	78.5%	67	21.5%
Odem High School	161	67.9%	76	32.1%	118	49.8%	119	50.2%	134	56.5%	103	43.5%
All Campuses	2,295	74.6%	780	25.4%	1,700	55.3%	1,375	44.7%	1,831	59.5%	1,244	40.5%

Table continues

Table D.12. Has Anyone Talked to You About Financial Aid Opportunities That Will Help Pay College or University Tuition Expenses?
(Continued)

Campus	My Teacher(s)				My Principal or Assistant Principal				My Brother or Sister			
	No		Yes		No		Yes		No		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	74	67.9%	35	32.1%	96	88.1%	13	11.9%	85	78.0%	24	22.0%
Alice High School	724	72.5%	274	27.5%	946	94.8%	52	5.2%	821	82.3%	177	17.7%
H. M. King High School	534	70.6%	222	29.4%	723	95.6%	33	4.4%	636	84.1%	120	15.9%
Miller High School	397	59.8%	267	40.2%	552	83.1%	112	16.9%	551	83.0%	113	17.0%
Mathis High School	184	59.2%	127	40.8%	283	91.0%	28	9.0%	254	81.7%	57	18.3%
Odem High School	142	59.9%	95	40.1%	223	94.1%	14	5.9%	188	79.3%	49	20.7%
All Campuses	2,055	66.8%	1,020	33.2%	2,823	91.8%	252	8.2%	2,535	82.4%	540	17.6%

Table continues

Table D.12. Has Anyone Talked to You About Financial Aid Opportunities That Will Help Pay College or University Tuition Expenses?
(Continued)

	Another Family Member				No One Has Spoken to Me About College Entrance Requirements.				Other			
	No		Yes		No		Yes		No		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
Campus												
Falfurrias High School	81	74.3%	28	25.7%	88	80.7%	21	19.3%	109	100.0%	0	0.0%
Alice High School	766	76.8%	232	23.2%	783	78.5%	215	21.5%	967	96.9%	31	3.1%
H. M. King High School	594	78.6%	162	21.4%	531	70.2%	225	29.8%	711	94.0%	45	6.0%
Miller High School	550	82.8%	114	17.2%	511	77.0%	153	23.0%	640	96.4%	24	3.6%
Mathis High School	251	80.7%	60	19.3%	205	65.9%	106	34.1%	301	96.8%	10	3.2%
Odem High School	179	75.5%	58	24.5%	184	77.6%	53	22.4%	226	95.4%	11	4.6%
All Campuses	2,421	78.7%	654	21.3%	2,302	74.9%	773	25.1%	2,954	96.1%	121	3.9%

Source: STAR High School Student Survey, spring 2010.

Table D.13. Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources?

	A Four-Year College or University											
	Definitely		Probably		Not Sure		Probably Not		Definitely Not			
	N	%	N	%	N	%	N	%	N	%	N	%
Campus												
Falfurrias High School	29	29.3%	43	43.4%	14	14.1%	10	10.1%	3	3.0%		
Alice High School	231	23.6%	425	43.4%	222	22.7%	63	6.4%	38	3.9%		
H. M. King High School	172	23.2%	278	37.5%	207	27.9%	57	7.7%	28	3.8%		
Miller High School	106	16.5%	219	34.2%	197	30.7%	72	11.2%	47	7.3%		
Mathis High School	62	20.3%	109	35.6%	103	33.7%	22	7.2%	10	3.3%		
Odem High School	55	23.4%	95	40.4%	60	25.5%	12	5.1%	13	5.5%		
All Campuses	655	21.8%	1,169	38.9%	803	26.7%	236	7.9%	139	4.6%		

Table continues

Table D.13. Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources? (Continued)

Campus	A Community or Junior College (Two-Year Program)									
	Definitely		Probably		Not Sure		Probably Not		Definitely Not	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	39	38.6%	44	43.6%	10	9.9%	3	3.0%	5	5.0%
Alice High School	413	42.3%	341	34.9%	173	17.7%	27	2.8%	22	2.3%
H. M. King High School	230	31.1%	273	36.9%	183	24.8%	29	3.9%	24	3.2%
Miller High School	160	25.1%	232	36.4%	169	26.5%	41	6.4%	35	5.5%
Mathis High School	94	31.3%	115	38.3%	74	24.7%	8	2.7%	9	3.0%
Odem High School	91	38.7%	90	38.3%	47	20.0%	2	0.9%	5	2.1%
All Campuses	1,027	34.4%	1,095	36.6%	656	22.0%	110	3.7%	100	3.3%

Table continues

Table D.13. Do You Think That You Could Afford to Attend Each of the Following Using Financial Aid, Scholarships, and Your Family's Resources? (Continued)

Campus	A Vocational or Technical School									
	Definitely		Probably		Not Sure		Probably Not		Definitely Not	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	29	29.9%	30	30.9%	23	23.7%	7	7.2%	8	8.2%
Alice High School	253	26.2%	301	31.2%	301	31.2%	58	6.0%	51	5.3%
H. M. King High School	163	22.1%	198	26.8%	281	38.1%	52	7.0%	44	6.0%
Miller High School	107	16.8%	172	27.0%	252	39.6%	52	8.2%	54	8.5%
Mathis High School	57	19.2%	93	31.3%	107	36.0%	22	7.4%	18	6.1%
Odem High School	77	32.8%	62	26.4%	83	35.3%	5	2.1%	8	3.4%
All Campuses	686	23.1%	856	28.8%	1,047	35.3%	196	6.6%	183	6.2%

Source: STAR High School Student Survey, spring 2010.

Table D.14. Indicate Whether You Have Taken, Plan to Take, or Will Not Take Each of the Following College Entrance Examinations

Campus	PSAT								
	Have Taken			Plan To Take			Will Not Take		
	N	%		N	%		N	%	Unsure %
Falfurrias High School	42	43.3%		15	15.5%		9	9.3%	31 32.0%
Alice High School	338	35.1%		161	16.7%		110	11.4%	354 36.8%
H. M. King High School	359	48.8%		127	17.3%		51	6.9%	198 26.9%
Miller High School	247	39.7%		136	21.9%		34	5.5%	205 33.0%
Mathis High School	176	58.7%		58	19.3%		4	1.3%	62 20.7%
Odem High School	111	50.2%		37	16.7%		21	9.5%	52 23.5%
All Campuses	1,273	43.3%		534	18.2%		229	7.8%	902 30.7%

Table continues

Table D.14. Indicate Whether You Have Taken, Plan to Take, or Will Not Take Each of the Following College Entrance Examinations (Continued)

Campus	PLAN								
	Have Taken			Plan To Take			Will Not Take		
	N	%		N	%		N	%	Unsure %
Falfurrias High School	1	1.1%		17	19.1%		16	18.0%	55 61.8%
Alice High School	8	0.9%		133	14.2%		211	22.6%	583 62.4%
H. M. King High School	12	1.7%		137	19.3%		121	17.0%	440 62.0%
Miller High School	9	1.5%		134	22.6%		70	11.8%	379 64.0%
Mathis High School	11	3.8%		61	21.3%		19	6.6%	195 68.2%
Odem High School	43	19.5%		57	25.9%		24	10.9%	96 43.6%
All Campuses	84	3.0%		539	19.0%		461	16.3%	1,748 61.7%

Table continues

Table D.14. Indicate Whether You Have Taken, Plan to Take, or Will Not Take Each of the Following College Entrance Examinations (Continued)

Campus	SAT								
	Have Taken			Plan To Take			Will Not Take		
	N	%		N	%		N	%	Unsure %
Falfurrias High School	3	3.4%		50	56.2%		10	11.2%	26 29.2%
Alice High School	75	7.8%		458	47.9%		113	11.8%	310 32.4%
H. M. King High School	122	16.7%		400	54.7%		39	5.3%	170 23.3%
Miller High School	102	16.3%		333	53.3%		24	3.8%	166 26.6%
Mathis High School	75	25.3%		158	53.2%		6	2.0%	58 19.5%
Odem High School	26	11.5%		128	56.4%		31	13.7%	42 18.5%
All Campuses	403	13.8%		1,527	52.2%		223	7.6%	772 26.4%

Table continues

Table D.14. Indicate Whether You Have Taken, Plan to Take, or Will Not Take Each of the Following College Entrance Examinations (Continued)

Campus	ACT								
	Have Taken			Plan To Take			Will Not Take		
	N	%		N	%		N	%	Unsure %
Falfurrias High School	19	19.6%		59	60.8%		2	2.1%	17 17.5%
Alice High School	299	31.8%		379	40.3%		39	4.1%	224 23.8%
H. M. King High School	98	13.8%		345	48.6%		28	3.9%	239 33.7%
Miller High School	50	8.3%		280	46.5%		35	5.8%	237 39.4%
Mathis High School	76	26.2%		125	43.1%		5	1.7%	84 29.0%
Odem High School	56	25.0%		102	45.5%		11	4.9%	55 24.6%
All Campuses	598	20.9%		1,290	45.0%		120	4.2%	856 29.9%

Table continues

Table D.14. Indicate Whether You Have Taken, Plan to Take, or Will Not Take Each of the Following College Entrance Examinations (Continued)

Campus	THEA							
	Have Taken		Plan To Take		Will Not Take		Unsure	
	N	%	N	%	N	%	N	%
Falfurrias High School	3	3.4%	21	24.1%	10	11.5%	53	60.9%
Alice High School	16	1.8%	152	16.7%	166	18.2%	576	63.3%
H. M. King High School	8	1.2%	143	20.6%	102	14.7%	442	63.6%
Miller High School	190	31.1%	192	31.5%	34	5.6%	194	31.8%
Mathis High School	5	1.8%	82	29.4%	18	6.5%	174	62.4%
Odem High School	57	25.8%	81	36.7%	19	8.6%	64	29.0%
All Campuses	279	10.0%	671	23.9%	349	12.5%	1,503	53.6%

Source: STAR High School Student Survey, spring 2010.

Table D.15. Which Graduation Plan Are You Currently Pursuing?

Campus	Distinguished Achievement Program		Recommended High School Program		Minimum Graduation Plan		Unsure		Other	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	41	41.0%	47	47.0%	6	6.0%	6	6.0%	0	0.0%
Alice High School	243	25.1%	476	49.1%	60	6.2%	181	18.7%	10	1.0%
H. M. King High School	183	24.8%	299	40.6%	24	3.3%	222	30.1%	9	1.2%
Miller High School	175	27.9%	187	29.8%	50	8.0%	207	33.0%	9	1.4%
Mathis High School	135	45.2%	62	20.7%	19	6.4%	78	26.1%	5	1.7%
Odem High School	58	25.6%	118	52.0%	4	1.8%	47	20.7%	0	0.0%
All Campuses	835	28.2%	1,189	40.2%	163	5.5%	741	25.0%	33	1.1%

Source: STAR High School Student Survey, spring 2010.

Table D.16. What Is the Highest Level of Education That You Plan to Earn?

Campus	Falfurrias High School		Alice High School		H. M. King High School		Miller High School	
	N	%	N	%	N	%	N	%
Less than high school	1	1.0%	4	0.4%	5	0.7%	1	0.2%
High school	7	7.0%	50	5.2%	37	5.1%	34	5.5%
High school plus vocational school	0	0.0%	16	1.7%	12	1.6%	11	1.8%
Associate's degree (two-year community college)	7	7.0%	97	10.0%	53	7.3%	68	10.9%
Some college but less than a four-year degree (not an associate's degree)	4	4.0%	50	5.2%	43	5.9%	47	7.6%
Bachelor's degree (four-year college or university degree)	33	33.0%	331	34.3%	255	35.0%	173	27.8%
Graduate or professional degree (master's, Ph.D., law degree. M.D., etc.)	36	36.0%	318	32.9%	217	29.8%	161	25.9%
Don't know	12	12.0%	100	10.4%	107	14.7%	127	20.4%

Table continues

Table D.16. What Is the Highest Level of Education That You Plan to Earn? (Continued)

Campus	Mathis High School		Odem High School		All Campuses	
	N	%	N	%	N	%
Less than high school	0	0.0%	1	0.4%	12	0.4%
High school	15	5.0%	8	3.4%	151	5.1%
High school plus vocational school	4	1.3%	8	3.4%	51	1.7%
Associate's degree (two-year community college)	34	11.4%	15	6.5%	274	9.3%
Some college but less than a four-year degree (not an associate's degree)	19	6.4%	12	5.2%	175	5.9%
Bachelor's degree (four-year college or university degree)	108	36.2%	82	35.3%	982	33.3%
Graduate or professional degree (master's, Ph.D., law degree. M.D., etc.)	84	28.2%	76	32.8%	892	30.3%
Don't know	34	11.4%	30	12.9%	410	13.9%

Source: STAR High School Student Survey, spring 2010.

Table D.17. If You Are in Your Senior Year of High School, Please Mark Whether You Will Not Apply, Plan to Apply, Have Applied, or Have Been Accepted to Each Type of Post-Secondary Program

Campus	A Four-Year College or University					
	Will Not Apply		Plan To Apply		Have Applied	
	N	%	N	%	N	%
Falfurrias High School	5	20.0%	7	28.0%	4	16.0%
Alice High School	37	16.4%	65	28.8%	24	10.6%
H. M. King High School	30	20.3%	60	40.5%	19	12.8%
Miller High School	20	17.2%	50	43.1%	17	14.7%
Odem High School	11	22.9%	15	31.3%	8	16.7%
All Campuses	103	18.3%	197	35.0%	72	12.8%

Table continues

Table D.17. If You Are in Your Senior Year of High School, Please Mark Whether You Will Not Apply, Plan to Apply, Have Applied, or Have Been Accepted to Each Type of Post-Secondary Program (Continued)

Campus	A Community or Junior College (Two-Year Program)					
	Will Not Apply		Plan To Apply		Have Applied	
	N	%	N	%	N	%
Falfurrias High School	7	26.9%	8	30.8%	6	23.1%
Alice High School	76	33.8%	71	31.6%	33	14.7%
H. M. King High School	60	41.1%	61	41.8%	17	11.6%
Miller High School	23	20.0%	41	35.7%	19	16.5%
Odem High School	12	23.5%	17	33.3%	11	21.6%
All Campuses	178	31.6%	198	35.2%	86	15.3%

Table continues

Table D.17. If You Are in Your Senior Year of High School, Please Mark Whether You Will Not Apply, Plan to Apply, Have Applied, or Have Been Accepted to Each Type of Post-Secondary Program (Continued)

Campus	A Vocational or Technical School							
	Will Not Apply		Plan To Apply		Have Applied		Have Been Accepted	
	N	%	N	%	N	%	N	%
Falfurrias High School	16	69.6%	7	30.4%	0	0.0%	0	0.0%
Alice High School	147	67.7%	57	26.3%	5	2.3%	8	3.7%
H. M. King High School	93	65.5%	38	26.8%	3	2.1%	8	5.6%
Miller High School	67	58.8%	36	31.6%	5	4.4%	6	5.3%
Odem High School	28	58.3%	11	22.9%	4	8.3%	5	10.4%
All Campuses	351	64.5%	149	27.4%	17	3.1%	27	5.0%

Source: STAR High School Student Survey, spring 2010.

Table D.18. If You Are in Your Senior Year of High School, Which of the Items Listed Below Are Most Likely to Prevent You From Attending a College or University After You Have Completed High School?

Campus	Nothing is likely to prevent me from attending a college or university.				It costs too much/can't afford it.				I need/want to work.			
	No		Yes		No		Yes		No		Yes	
	N	%	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	10	34.5%	19	65.5%	21	72.4%	8	27.6%	22	75.9%	7	24.1%
Alice High School	108	45.8%	128	54.2%	149	63.1%	87	36.9%	165	69.9%	71	30.1%
H. M. King High School	67	43.5%	87	56.5%	108	70.1%	46	29.9%	110	71.4%	44	28.6%
Miller High School	71	60.7%	46	39.3%	70	59.8%	47	40.2%	79	67.5%	38	32.5%
Odem High School	23	45.1%	28	54.9%	37	72.5%	14	27.5%	41	80.4%	10	19.6%
All Campuses	279	47.5%	308	52.5%	385	65.6%	202	34.4%	417	71.0%	170	29.0%

Table continues

Table D.18. If You Are in Your Senior Year of High School, Which of the Items Listed Below Are Most Likely to Prevent You From Attending a College or University After You Have Completed High School? (Continued)

	I am not interested in college.			I want to go into the military.			I have responsibilities to family.					
	No		Yes	No		Yes	No		Yes			
	N	%	N	%	N	%	N	%	N	%		
Campus												
Falfurrias High School	28	96.6%	1	3.4%	27	93.1%	2	6.9%	29	100.0%	0	0.0%
Alice High School	229	97.0%	7	3.0%	226	95.8%	10	4.2%	214	90.7%	22	9.3%
H. M. King High School	148	96.1%	6	3.9%	143	92.9%	11	7.1%	142	92.2%	12	7.8%
Miller High School	111	94.9%	6	5.1%	109	93.2%	8	6.8%	100	85.5%	17	14.5%
Odem High School	48	94.1%	3	5.9%	48	94.1%	3	5.9%	43	84.3%	8	15.7%
All Campuses	564	96.1%	23	3.9%	553	94.2%	34	5.8%	528	89.9%	59	10.1%

Table continues

Table D.18. If You Are in Your Senior Year of High School, Which of the Items Listed Below Are Most Likely to Prevent You From Attending a College or University After You Have Completed High School? (Continued)

	College is too far from home.			My grades are not good enough.			I have a disability.					
	Yes			Yes			No					
	N	%	N	%	N	%	N	%	N	%		
Campus												
Falfurrias High School	28	96.6%	1	3.4%	25	86.2%	4	13.8%	29	100.0%	0	0.0%
Alice High School	228	96.6%	8	3.4%	196	83.1%	40	16.9%	231	97.9%	5	2.1%
H. M. King High School	148	96.1%	6	3.9%	130	84.4%	24	15.6%	153	99.4%	1	0.6%
Miller High School	115	98.3%	2	1.7%	97	82.9%	20	17.1%	115	98.3%	2	1.7%
Odem High School	48	94.1%	3	5.9%	43	84.3%	8	15.7%	50	98.0%	1	2.0%
All Campuses	567	96.6%	20	3.4%	491	83.6%	96	16.4%	578	98.5%	9	1.5%

Table continues

Table D.18. If You Are in Your Senior Year of High School, Which of the Items Listed Below Are Most Likely to Prevent You From Attending a College or University After You Have Completed High School? (Continued)

Campus	I want to get married.						Other			
	No		Yes		No		No		Yes	
	N	%	N	%	N	%	N	%	N	%
Falfurrias High School	27	93.1%	2	6.9%	28	96.6%	1	3.4%		
Alice High School	229	97.0%	7	3.0%	225	95.3%	11	4.7%		
H. M. King High School	149	96.8%	5	3.2%	151	98.1%	3	1.9%		
Miller High School	117	100.0%	0	0.0%	115	98.3%	2	1.7%		
Odem High School	51	100.0%	0	0.0%	51	100.0%	0	0.0%		
All Campuses	573	97.6%	14	2.4%	570	97.1%	17	2.9%		

Source: STAR High School Student Survey, spring 2010.

APPENDIX E

INSTRUMENTS AND PROTOCOLS

SURVEYS

Teacher, Counselor, and Librarian Survey

High School Student Survey

Middle School Student Survey

Parent Telephone Survey

PROTOCOLS

District Coordinator Interview

Campus Administrator Interview

Counselor Interview

Teacher Focus Group-Moderator's Guide

Partner Organization Interview

Classroom Observation Form

This survey is secure socket layer (SSL) protected.
All data are encrypted for transmission.

**GEAR UP - Students Training for Academic Readiness (STAR)
Teacher, Counselor, and Librarian Survey-2010**

The Texas Center for Educational Research (TCER) is conducting an evaluation of the GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) project, also known as STAR (Students Training for Academic Readiness) under contract with the Texas Education Agency (TEA). As part of the evaluation, TCER is asking teachers, counselors, and librarians to participate in an on-line survey. The purpose of this survey is to collect information about the experiences of staff working in GEAR UP/STAR schools. The survey is completely voluntary and will take approximately 15 minutes to complete. All information collected through the survey will remain confidential. TCER will not share your individual answers with anyone in your school or at TEA. All survey information will be reported in aggregate and will not be linked to an individual respondent. If you have any questions about this survey or the evaluation, please contact Catherine Maloney at TCER (512-467-3596 or catherine.maloney@tcer.org).

By clicking here, then **NEXT**, you are agreeing to complete this survey.



GEAR UP - Students Training for Academic Readiness (STAR) Teacher, Counselor, and Librarian Survey-2010

If you require a paper and pencil version of the survey, please contact Dana Beebe at 800-580-8237.
Please complete the online survey by **April 30, 2010**. Thank you for your participation!

GENERAL INFORMATION

First Name _____

Last Name _____

School Name: _____

1. What grades do you currently work with at this school? **(Mark all that apply.)**

- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12

2. Including this school year, how many years have you been employed in your current position (e.g., as a counselor)?

3. Including this school year, how many years have you been working in your current position *at this school*?

4. What is your gender?

- ☐ Male
- ☐ Female

5. Which of the following best describes your race or ethnicity?

- ☐ White
- ☐ African American
- ☐ Hispanic/Latino
- ☐ Other

If other, please specify: _____

6. What is your highest educational attainment?

- ☐ Bachelor's degree
- ☐ Enrolled in master's coursework
- ☐ Master's degree
- ☐ Enrolled in doctoral coursework
- ☐ Doctorate
- ☐ Other

If other, please specify: _____

7. Please indicate the extent of your agreement with each of the following statements.					
	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Teachers in this school share an understanding about how Advanced Placement (AP) strategies may be used to enhance learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal consults with staff before making decisions that may affect our ability to work in vertical teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this school, there are clear expectations that all students will be prepared for postsecondary educational opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I incorporate information about college readiness into my content-area lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in this school are continually learning and seeking new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal in my school actively encourages teachers to pursue professional development geared towards AP strategies and vertical teaming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are not afraid to learn about new educational approaches and use them with their class(es).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received sufficient training to incorporate AP strategies in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents support our school's emphasis on college readiness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal is an effective leader for vertical teams in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, considering the uses of vertical teams in my school today, I am confident that this use is leading to increased student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal encourages teachers to be innovative and try new methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEAR UP goals are clearly communicated to parents and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal is willing to support--through funding or manpower--teachers' efforts at vertical teaming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers receive adequate administrative support to incorporate vertical teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and administrators rely on research-proven teaching and learning principles in making decisions about instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When our school has professional development focused on vertical teams, the principal often participates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The surrounding community actively supports our emphasis on college readiness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in this school are generally supportive of vertical teaming efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school provides a variety of opportunities for parent involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEAR UP goals are clearly communicated to staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of an advisory committee that assists with GEAR UP implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received sufficient training to use student test scores and achievement/accountability data in planning individual academic programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PREPARATION FOR HIGHER EDUCATION

8. How often do **you** provide **students** with counseling or advice about the following:

Rarely = 1 or 2 times a YEAR, **Sometimes** = 1 or 2 times a MONTH, **Often** = 1 or 2 times a WEEK

	Never	Rarely	Sometimes	Often	Almost Every Day
Recommended High School Program or Distinguished Achievement Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-secondary admissions requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-secondary financial aid, scholarships, or college applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACT/SAT preparation/testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational and technical programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How often do **you** provide **parents** with counseling or advice about the following:

Rarely = 1 or 2 times a YEAR, **Sometimes** = 1 or 2 times a MONTH, **Often** = 1 or 2 times a WEEK

	Never	Rarely	Sometimes	Often	Almost Every Day
Recommended High School Program or Distinguished Achievement Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-secondary admissions requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-secondary financial aid, scholarships, or college applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACT/SAT preparation/testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational and technical programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VERTICAL TEAMS

GEAR UP/STAR supports vertical teams of middle and high school teachers in the core content areas to develop an aligned middle-to-high school curriculum. GEAR UP/STAR also supports vertical teams of counselors.

10. Please respond to each of the following items with respect to vertical teams in your school **this year** (August 2009 - July 2010).

	Yes	No
I have attended or will attend a vertical teaming training this year.	<input type="radio"/>	<input type="radio"/>
My school requires that I participate in vertical team training.	<input type="radio"/>	<input type="radio"/>
My school provides <i>release time</i> or <i>paid time</i> to participate in vertical team <u>training</u> .	<input type="radio"/>	<input type="radio"/>
My school provides <i>release time</i> or <i>paid time</i> to participate in vertical team <u>planning</u> .	<input type="radio"/>	<input type="radio"/>
My school provides <i>release time</i> or <i>paid time</i> for team <u>curriculum writing</u> .	<input type="radio"/>	<input type="radio"/>

11. How frequently during did your vertical team meet this year?

- ☐ At least once a week
- ☐ At least once a month
- ☐ 1-2 times a semester
- ☐ 1-2 times a year
- ☐ We have never had a meeting.

12. To what extent have each of the following issues been a challenge in implementing vertical teams in your school?				
	Large Extent	Moderate Extent	Small Extent	Not at All
Time/scheduling constraints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate leadership or guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient teacher participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor communication between teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher turnover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vertical teaming is not a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. What needs to be in place in your school to make vertical teaming effective?				
<hr/>				
<hr/>				
<hr/>				
14. Please indicate the position in which you currently work. (Mark only one.)				
Teacher	Counselor	Librarian		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

15. Consider each of the following counseling tasks. Please rank the level of importance for each.

	Least Important		Neutral		Most Important
Assisting students with grades and achievement issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support for students' career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students plan and prepare for postsecondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assisting students with matters related to personal growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinating GEAR UP activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing parents with college planning information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing parents with support and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Consider each of the following counseling tasks. Please indicate the percentage of your time spent on each of these activities at your current school this year. Note. The total of all percentages must sum to 100%.

- _____ Scheduling courses
- _____ Assisting students in course selections
- _____ Counseling for postsecondary admissions
- _____ Testing
- _____ Career counseling
- _____ Counseling related to students' personal issues and concerns
- _____ Other counseling tasks
- _____ Coordinating GEAR UP activities
- _____ Providing parents with college planning information
- _____ Providing parents/families with non-academic support and services
- _____
- _____ TOTAL (out of 100)

Click to continue, then hit NEXT button ☐

17. What is your *primary* teaching assignment? **(Mark only one.)**

- ☐ Mathematics
☐ Science
☐ English language arts/reading
☐ Social studies/social science
☐ Self-contained (i.e., teach multiple subjects to the same group of students)
☐ Other

If other, please specify:

18. About how often do **you** interact with colleagues in each of the following ways? **(Select only one response for each statement.)**

Rarely = a few times a YEAR, **Sometimes** = once or twice a MONTH, **Often** = one or twice a WEEK

	Never	Rarely	Sometimes	Often	Almost Daily
<u>As a teacher I...</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have informal discussions with colleagues regarding strategies for vertical teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
receive feedback from other teachers based on their observations of my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provide feedback to other teachers based on my observations of their teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
consult with other teachers about students' academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work with a subject-area peer(s) on my campus to develop a lesson plan or class activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work with a subject-area peer(s) from a feeder pattern campus to develop a lesson plan or class activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work with a colleague(s) in a different subject area to develop a lesson plan or class activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
act as a vertical team coach or mentor to other teachers or staff at my school. (May include teaching in-service workshop in your school.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
receive vertical team coaching or mentoring from an external (non-school) source such as a professional curriculum developer, or university faculty fellow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ADVANCED PLACEMENT

- | | Yes | No |
|--|-----------------------|-----------------------|
| 19. I have attended an AP summer institute offered by the College Board. | <input type="radio"/> | <input type="radio"/> |
| 20. I am teaching one or more AP courses this school year. | <input type="radio"/> | <input type="radio"/> |

21. Including the current school year, how many years have you been teaching AP or pre-AP courses? _____

22. Are your AP students required to take the AP exam?

Yes	No
<input type="radio"/>	<input type="radio"/>

23. Describe one instructional strategy learned in AP training that you have used successfully in your classroom(s).

24. What changes would make the AP program at your school more effective?

UNIVERSITY FACULTY FELLOWS

- | | Yes | No |
|---|-----------------------|-----------------------|
| 25. Did you attend a university Faculty Fellows orientation meeting? | <input type="radio"/> | <input type="radio"/> |
| 26. Have you been assigned a university faculty member through the Faculty Fellows program at Texas A&M University-Kingsville or Texas A&M Corpus Christi University? | <input type="radio"/> | <input type="radio"/> |

27. How frequently do you communicate with your university Faculty Fellow?

- ☐ At least once a week
- ☐ At least once a month
- ☐ 1-2 times a semester
- ☐ Other

If other, please specify:

28. How useful were any lectures, presentations, or demonstrations given by a university Faculty Fellow in your class?

- ☐ Very useful
- ☐ Somewhat useful
- ☐ Not very useful
- ☐ My Faculty Fellow did not give a lecture/presentation/demonstration

29. What were the most useful or effective activities involving your university Faculty Fellow mentor?

30. How could the university Faculty Fellows program be improved?

To complete the survey, please hit the submit button.



P.O. Box 679002, Austin, TX 78767-9002
www.tcer.org

School and Extra-Curricular Activities

6. Please mark how often you have participated in each of the following activities during this school year.

Rarely = 1 or 2 times a YEAR, **Sometimes** = 1 or 2 times a MONTH, **Often** = 1 or 2 times a WEEK

	Never	Rarely	Sometimes	Often	Almost Every Day
a. Tutoring for an academic subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Mentoring by an adult who is not your parent, guardian, or a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Counseling about your grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Workshop on study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Workshop to learn about the ACT, SAT, or other college entrance exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Class field trip to learn more about a subject discussed in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Attending a family activity at school with a parent or guardian (including events with FACE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Attending a presentation by a business person or a Junior Achievement activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. University professor visits to your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Used the Go Center for college or career information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please mark if you have ever participated in the following activities during this school year.

	Yes	No
a. Visited a college campus with your school	<input type="radio"/>	<input type="radio"/>
b. Attended a college or career fair at your school	<input type="radio"/>	<input type="radio"/>
c. Attended a college planning workshop at your school (learning about college entrance exams and entrance requirements)	<input type="radio"/>	<input type="radio"/>
d. Received assistance at school completing college, financial aid, and scholarship applications	<input type="radio"/>	<input type="radio"/>
e. Taken a career inventory/test about career interests at your school	<input type="radio"/>	<input type="radio"/>
f. Learned about careers at your school and/or career requirements	<input type="radio"/>	<input type="radio"/>
g. Visited local employers	<input type="radio"/>	<input type="radio"/>
h. Interned or shadowed someone at a job	<input type="radio"/>	<input type="radio"/>
i. Had a school administrator or teacher visit your home	<input type="radio"/>	<input type="radio"/>

Familiarity with Colleges and Universities

8. Please indicate how familiar you are with each type of college and university.

(Select only one response for each item.)

	Not Familiar	Somewhat Familiar	Very Familiar
a. Community or junior colleges (two-year programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Four-year colleges and universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Vocational or technical schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please indicate how important each of the following sources was in helping you learn about colleges and universities. **(Select only one level of agreement for each item.)** If an item is NOT AT ALL important, then choose "1". If an item is VERY important, then choose "5".

	Not At All Important			Very Important	
	1	2	3	4	5
a. Visited a college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Discussed college opportunities with a school counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Discussed college opportunities with your teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Discussed college opportunities with your parent(s) or guardian(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Discussed college opportunities with a brother or sister	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Discussed college opportunities with another family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Looked at a guide to colleges and universities (e.g., <i>Barron's</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Commercials or advertisements (TV, online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Other (describe):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Has anyone talked to you about college entrance requirements? **(Mark all that apply.)**

<input type="checkbox"/> A GEAR UP/STAR representative	<input type="checkbox"/> My principal/assistant principal
<input type="checkbox"/> My parent(s) or guardian	<input type="checkbox"/> My brother or sister
<input type="checkbox"/> My school counselor	<input type="checkbox"/> Another family member (e.g., an aunt, uncle, or cousin)
<input type="checkbox"/> My teacher(s)	<input type="checkbox"/> No one has spoken to me about college entrance requirements
<input type="checkbox"/> Other (please explain):	

11. Has anyone talked to you about financial aid opportunities that will help pay college or university tuition expenses? **(Mark all that apply.)**

<input type="checkbox"/> A GEAR UP/STAR representative	<input type="checkbox"/> My principal/assistant principal
<input type="checkbox"/> My parent(s) or guardian	<input type="checkbox"/> My brother or sister
<input type="checkbox"/> My school counselor	<input type="checkbox"/> Another family member (e.g., an aunt, uncle, or cousin)
<input type="checkbox"/> My teacher(s)	<input type="checkbox"/> No one has spoken to me about financial aid opportunities
<input type="checkbox"/> Other (please explain):	

12. Do you think that you could afford to attend each of the following using financial aid, scholarships, and your family's resources? **(Mark only one response for each item.)**

	Definitely	Probably	Not Sure	Probably Not	Definitely Not
a. A four-year college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A community or junior college (two-year program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A vocational or technical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

College Planning

13. In the next section, please indicate whether you "Have Taken," "Plan to Take," or "Will not Take" each of the following college entrance exams. If you are unsure of you plans, mark the oval in the column with the heading "Unsure." **(Mark only one response for each item.)**

	Have Taken	Plan to Take	Will Not Take	Unsure		Have Taken	Plan to Take	Will Not Take	Unsure
a. PSAT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. ACT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. PLAN	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	e. THEA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. SAT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

14. Which graduation plan are you currently pursuing? **(Mark only one.)**

<input type="checkbox"/> Distinguished Achievement Program	<input type="checkbox"/> Unsure
<input type="checkbox"/> Recommended High School Program	<input type="checkbox"/> Other (describe):
<input type="checkbox"/> Minimum Graduation Plan	

Post High School Plans

15. What is the highest level of education that you plan to earn? **(Mark only one.)**

<input type="radio"/> Less than high school
<input type="radio"/> High school
<input type="radio"/> High school plus vocational school
<input type="radio"/> Associate's degree (two-year community college)
<input type="radio"/> Some college but less than a four-year degree (not an associate's degree)
<input type="radio"/> Bachelor's degree (four-year college or university degree)
<input type="radio"/> Graduate or professional degree (master's, Ph.D., law degree, M.D., etc.)
<input type="radio"/> Don't know

16. If you are in your senior year of high school, please mark whether you "Will Not Apply", "Plan to Apply", "Have Applied", or "Have Been Accepted" to each type of post-secondary program.
(Select only one response for each item.)

	Will Not Apply	Plan to Apply	Have Applied (sent application materials)	Have Been Accepted
a. A four-year college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A community or junior college (two-year program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A vocational or technical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. If you are in your senior year of high school, which of the items listed below are most likely to prevent you from attending a college or university after you have completed high school? (**Mark all that apply.**)

<input type="radio"/> Nothing is likely to prevent me from attending a college or university	<input type="radio"/> I have responsibilities to family
<input type="radio"/> It costs too much/can't afford it	<input type="radio"/> College is too far from home
<input type="radio"/> I need/want to work	<input type="radio"/> My grades are not good enough
<input type="radio"/> I am not interested in college	<input type="radio"/> I have a disability
<input type="radio"/> I want to go into the military	<input type="radio"/> I want to get married
<input type="radio"/> Other (please explain):	

Thank you for taking the survey.

PLEASE DO NOT WRITE IN THIS AREA

[SERIAL]

School and Extra-Curricular Activities

7. Please mark how often you have participated in each of the following activities during this school year.

	Rarely (1 or 2 times a YEAR)	Sometimes (1 or 2 times a MONTH)	Often (1 or 2 times a WEEK)	Almost Every Day
--	---------------------------------------	---	--------------------------------------	------------------------

a. Tutoring for an academic subject (e.g., math, science, English/ language arts, social studies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Mentoring by an adult who is not your parent, guardian, or a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Counseling about your grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Workshop on study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Workshop to learn about the ACT, SAT, or other college entrance exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Class field trip to a museum, park, or other site to learn more about a subject discussed in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Attending a family activity at school with a parent or guardian (including events with Fathers Active in Communities and Education [FACE])	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Attending a presentation by a business person or a Junior Achievement activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. University professor visits to your class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Used the Go Center for college or career information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please mark if you have ever participated in the following college and career awareness activities during this school year.

	Yes	No
a. Visited a college campus with your school	<input type="radio"/>	<input type="radio"/>
b. Attended a college or career fair at your school	<input type="radio"/>	<input type="radio"/>
c. Attended a college planning workshop at your school (learning about college entrance exams and entrance requirements)	<input type="radio"/>	<input type="radio"/>
d. Received assistance at school completing college, financial aid, and scholarship applications	<input type="radio"/>	<input type="radio"/>
e. Taken a career inventory/test about career interests at you school	<input type="radio"/>	<input type="radio"/>
f. Learned about careers at your school (available careers, applying for careers, creating resumes, educational and training requirements for specific careers)	<input type="radio"/>	<input type="radio"/>
g. Visited local employers	<input type="radio"/>	<input type="radio"/>
h. Interned or shadowed someone at a job	<input type="radio"/>	<input type="radio"/>
i. Had a school administrator or teacher visit your home	<input type="radio"/>	<input type="radio"/>

Familiarity with Colleges and Universities

9. Please indicate how familiar you are with each type of college and university. (**Select only one response for each item.**)

	Not Familiar	Somewhat Familiar	Very Familiar
a. Community or junior colleges (two-year programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Four-year colleges and universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Vocational or technical schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please indicate how important each of the following sources was in helping you learn about colleges and universities. (**Select only one level of agreement for each item.**) If an item is NOT AT ALL important, then choose "1". If an item is VERY important, then choose "5".

	Not At All Important			Very Important	
	1	2	3	4	5
a. Visited a college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Discussed college opportunities with a school counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Discussed college opportunities with your teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Discussed college opportunities with your parent(s) or guardian(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Discussed college opportunities with a brother or sister	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Discussed college opportunities with another family member (e.g., an aunt, uncle, or cousin)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Looked at a guide to colleges and universities (e.g., <i>Barron's</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Commercials or advertisements (TV, online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Other (describe):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Has anyone talked to you about college entrance requirements? (**Mark all that apply.**)

<input type="checkbox"/> A GEAR UP/STAR representative	<input type="checkbox"/> My principal/assistant principal
<input type="checkbox"/> My parent(s) or guardian	<input type="checkbox"/> My brother or sister
<input type="checkbox"/> My school counselor	<input type="checkbox"/> Another family member (e.g., an aunt, uncle, or cousin)
<input type="checkbox"/> My teacher(s)	<input type="checkbox"/> No one has spoken to me about college entrance requirements
<input type="checkbox"/> Other (please explain):	

12. Has anyone talked to you about financial aid opportunities that will help pay college or university tuition expenses? (**Mark all that apply.**)

<input type="checkbox"/> A GEAR UP/STAR representative	<input type="checkbox"/> My principal/assistant principal
<input type="checkbox"/> My parent(s) or guardian	<input type="checkbox"/> My brother or sister
<input type="checkbox"/> My school counselor	<input type="checkbox"/> Another family member (e.g., an aunt, uncle, or cousin)
<input type="checkbox"/> My teacher(s)	<input type="checkbox"/> No one has spoken to me about financial aid opportunities
<input type="checkbox"/> Other (please explain):	

13. Do you think that you could afford to attend each of the following using financial aid, scholarships, and your family's resources? (**Mark only one response for each item.**)

	Definitely	Probably	Not Sure	Probably Not	Definitely Not
a. A four-year college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A community or junior college (two-year program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A vocational or technical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

63
62
61
60
59
58
57
56
55
54
53
52
51
50
49
48
47
46
45
44
43
42
41
40
39
38
37
36
35
34
33
32
31
30
29
28
27
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

Post High School Plans

14. What is the highest level of education that you plan to earn? (*Mark only one.*)

- ☐ Less than high school
- ☐ High school
- ☐ High school plus vocational school
- ☐ Some college but less than a four-year degree (not an associate's degree)
- ☐ Associate's degree (two-year community college)
- ☐ Bachelor's degree (four-year college or university degree)
- ☐ Graduate or professional degree (master's, Ph.D., law degree, M.D., etc.)
- ☐ Don't know

Thank you for taking the survey.



Students Training for Academic Readiness (GEAR UP/STAR) Parent Telephone Survey - Spring 2010

Introduction

Hello! My name is [interviewer's name]. I am calling on behalf of the Texas Center for Educational Research.

We are conducting a survey with parents of students who are attending [school name] to obtain parents' experiences with the school and with activities to help students get ready for college.

May I speak with the parent or guardian of [child's name] or the adult in your household who is most involved in decisions about the education of this child?

We would like to talk with you about [child's name]'s and your experiences at school.

Your name has been randomly selected to participate in this survey. All answers will be kept completely confidential. Your participation is voluntary, and if there is a question you don't wish to answer, please let us know and we will go on to the next question.

Survey

Are you at least 18 years old? *{If "no", end survey.}*

{Please note gender of respondent: Female, Male.}

Parent Involvement/Familiarity with School

1. How many times have you visited [child's name] school in the past year? *[Record number of times.]*
2. Which of the following school activities have you participated in over the course of the past school year?

Activity	Yes	No
a. PTA/PTO meeting	1	2
b. Volunteer activities for your child's school	1	2
c. Parent-teacher conferences	1	2
d. Observed/visited your child's classroom	1	2
e. Talked with a teacher or administrator about your child's education	1	2
f. Received college planning information or other counseling services from the school counselor	1	2
g. Received a home visit from a teacher, counselor, or administrator at your child's school	1	2

3. Which of the following college and career awareness activities have you participated in at your child's school over the course of the past school year?

Activity	Yes	No
a. Visited a college campus with your child's school	1	2
b. Attended a college or career fair at your child's school	1	2
c. Attended a workshop on preparing for college (learning about applications, financial aid, entrance exams)	1	2
d. Received assistance in completing financial aid, scholarships, and college applications	1	2
e. Attended a workshop on careers with your child (available careers, applying for careers, creating resumes, educational and training requirements for specific careers)	1	2
f. Attend a FACE activity with your child	1	2
g. Other	1	2
If yes (Other), please specify:		

4. How familiar are you with the GEAR UP/STAR Program at [child's name] school?

1. Very familiar
2. Somewhat familiar
3. Not very familiar
4. Not familiar at all

Involvement in Child's Schooling

5. Over the past school year, how often did you do each of the following activities?

Activity	Never	Several Times a Month	Several Times a Week	Every Day
a. Assist with or monitor your child's homework at home	1	2	3	4
b. Tutor your child at home using materials and instructions provided by the teacher	1	2	3	4
c. Read with your child at home	1	2	3	4
d. Discuss school with your child	1	2	3	4
e. Talk to other parents about your child's school	1	2	3	4

Educational Expectations/Aspirations

6. Has [child's name] expressed an interest in going to college?

1. Yes
2. No
3. Don't know

7. What is the highest level of education that you think [child's name] will achieve?

1. Less than high school
2. High school
3. Some college but less than a four-year degree
4. 4-year degree or higher
5. Don't know

8. How often do you do each of the following with [child's name]?

Activity	Never	Not Very Often	Sometimes	Very Often
a. Talk about attending college	1	2	3	4
b. Help select classes that support [CHILD'S] college plans	1	2	3	4
c. Talk about taking one or more of the college entrance exams (SAT, ACT, PSAT, PLAN)	1	2	3	4
d. Talk about financial aid opportunities, scholarships, and other resources that might provide the money to attend a college	1	2	3	4

9. If in the future [child's name] were not to be able to continue his/her education after high school for some reason or other, what would be the most likely or most important obstacle?

1. It costs too much/can't afford it
2. He/she needs/wants to work
3. His/her grades are not good enough
4. He/she is not interested in college
5. He/she has a disability (physical, learning, emotional)
6. He/she wants to go into the military
7. He/she wants to get married
8. He/she has responsibilities to parents, brothers and sisters
9. He/she has children
10. Other/don't know
11. Child not likely to have an obstacle preventing him/her from continuing beyond high school

10. In the past year, has any one from [child's name] school or the GEAR UP program ever spoken with you about...

	Yes	No	Don't Know
a. College entrance requirements.	1	2	3
b. The availability of financial aid for college.	1	2	3
c. The courses your child should take to prepare for college.	1	2	3

Financial Resources for Post-secondary Education

11. Do you think that [child's name] could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?
 1. Definitely
 2. Probably
 3. Not sure
 4. Probably not
 5. Definitely not
12. Do you think that [child's name] could afford to attend a public community college (two-year) using financial aid, scholarships, and your family's resources?
 1. Definitely
 2. Probably
 3. Not sure
 4. Probably not
 5. Definitely not

[If child is in high school (i.e., grades 9, 10, 11, or 12), go to question 13.]

[If child is not in high school, skip to question 18.]

Parents of High School Students

13. Have you received any information from [child's name] school about the graduation plan called the Recommended High School Program in Texas?
 1. Yes
 2. No
 3. Don't know/refused
14. Do you know which of the following graduation plans [child's name] is enrolled in? Is it
 1. The Minimum Graduation Program?
 2. The Recommended High School Program?
 3. The Distinguished Achievement Program?
 4. Don't know
15. How familiar are you with the FAFSA (Free Application for Federal Student Aid) form that a high school student must complete to qualify for federal financial aid for college?
 1. Very familiar
 2. Somewhat familiar
 3. Not very familiar
 4. Not familiar at all
16. Do you know if [child's name] has completed the FAFSA form and is eligible for federal financial aid for college?
 1. Yes, my child has completed the FAFSA form
 2. No, my child has not completed the FAFSA form

17. Have you begun saving for [child's name] education after high school?

1. Yes
2. No
3. Don't know/refused

Personal/Demographic Information

18. Which of the following languages are primarily spoken in your home?

1. English
2. Spanish
3. Vietnamese
4. Japanese
5. Chinese
6. Other *[Record the language.]*

19. Which best describes your household?

1. Two parents or guardians
2. Single parent or guardian
3. Other {specify}

20. How many years have you lived at your current address? *[Record the number of years.]*

21. How do you think of yourself?

1. Black, non-Hispanic
2. Asian/Asian-American
3. Latino/Hispanic
4. White, non-Hispanic
5. Native American/American Indian
6. Other _____
7. Refused/don't know

22. How many years of formal schooling have you completed? [Formal schooling includes elementary and secondary education. *Record the number of years.*]

23. Have you attended college?

1. Yes
2. No
3. Refused/don't know

24. If yes, how many years of college have you completed? [College includes postsecondary education. *Record the number of years.*]

25. What is your current yearly household income?

1. Less than \$15,000/year
2. \$15,000-24,999/year
3. \$25,000-34,999/year
4. \$35,000-49,999/year
5. \$50,000-74,999/year
6. More than \$75,000/year
7. Refused/don't know

YOUR RESPONSES HAVE BEEN VERY HELPFUL. YOUR PARTICIPATION IN THIS SURVEY WILL HELP YOUR SCHOOL DISTRICT BETTER UNDERSTAND THE NEEDS OF THEIR STUDENTS. THANK YOU FOR COMPLETING THIS SURVEY!

**Students Training for Academic Readiness (STAR)
District GEAR UP/STAR Coordinator Interview Spring 2010**

Administrator Name:	District:
Date:	Interviewer:
New Administrator (to this district) 2009-10 : ____ Yes ____ No	
1. Role in GEAR UP/STAR	
<p>a) Overall, how would you say implementation of GEAR UP/STAR has gone this year? (<i>Deliberately broad to allow for a wide range of responses.</i>)</p> <p>b) Describe your role in implementing the GEAR UP/STAR grant this year?</p> <p>c) Does this differ from your role in previous years? Please explain.</p> <p>d) What, if any, challenges have you experienced in fulfilling this role? (<i>Probe for issues related to time, conflicting priorities, lack of clearly defined project responsibilities.</i>)</p> <p>e) Describe the role of campus counselors in implementing the project.</p> <p>f) Describe the role of campus teachers in implementing the project.</p> <p>g) Describe your relationship with principals on GEAR UP/STAR campuses.</p>	
2. Fourth Year Implementation of GEAR UP/STAR Activities	
<p>a) What are the key components of your district's plan for implementing GEAR UP/STAR? (<i>Probe which individuals are responsible for implementing components.</i>)</p> <p>b) Please describe the GEAR UP/STAR activities that have been implemented in your district during the 2009-10 school year. (<i>Probe for information about participants.</i>)</p> <p>c) How do these activities differ from those offered in previous years to support students' college readiness?</p>	
3. Vertical Teams	
<p>a) Which faculty and staff comprise your vertical teams under the GEAR UP/STAR project?</p> <p>b) What goals or expectations do you have for vertical teaming in your school district? (<i>Probe how often vertical teams are expected to meet.</i>)</p> <p>c) What, if anything, has limited the implementation of vertical teams this year? (<i>Probe for issues related to lack of common planning periods, lack of coordination between high school and middle school, and staff resistance</i>)</p>	

<p>4. Successes and Challenges of Fourth Year GEAR UP/STAR Implementation</p> <p>Please think about the successes and challenges you encountered in implementing the GEAR UP/STAR project this school year.</p> <p>a) What were the primary successes your district experienced in implementing GEAR UP/STAR during this school year?</p> <p>b) What were the primary barriers or challenges to implementing GEAR UP/STAR this school year?</p> <p>c) How did your district resolve or overcome these challenges?</p>
<p>5. Communication of GEAR UP/STAR Activities to Staff, Students, Parents, and Community Members</p> <p>a) How have GEAR UP/STAR activities been communicated? (<i>Probe for communication with teachers, students, parents, and community members.</i>)</p> <p>b) What measures have been taken to encourage participation in GEAR UP/STAR activities? (<i>Probe for measures addressing with teachers, students, parents, and community members.</i>)</p>
<p>6. Role of GEAR UP/STAR Partner Organizations</p> <p>a) Please describe how GEAR UP/STAR partner organizations have participated in the implementation of GEAR UP/STAR activities during the 2009-10 school year.</p> <p>b) Which partner organizations played the greatest role in implementing GEAR UP/STAR activities?</p> <p>c) Overall, are you satisfied with the participation of partner organizations?</p> <p>d) How could the participation of GEAR UP/STAR partner organizations be improved?</p>
<p>7. Continuation of GEAR UP/STAR in the 2010-11 School Year</p> <p>a) What specific activities are you planning for next year's implementation of GEAR UP/STAR? Do these activities differ from those of the 2009-10 school year?</p>
<p>8. Other</p> <p>a) Is there anything that I have not asked that you think is important to understanding GEAR UP/STAR implementation in your district this year?</p>

**Students Training for Academic Readiness (STAR)
Campus Administrator Interview Spring 2010**

Administrator Name: _____		Campus/District: _____	
Date: _____		Interviewer: _____	
Years as an administrator _____		Years as an administrator on this campus _____	
1. Role in GEAR UP/STAR			
<p>a) Overall, how would you say GEAR UP/STAR has gone this year? (<i>Deliberately broad to allow for a wide range of responses.</i>)</p> <p>b) Describe your role in implementing the GEAR UP/STAR grant this year?</p> <p>c) Does this differ from your role in previous years? Please explain.</p> <p>d) What, if any, challenges have you experienced in fulfilling this role? (<i>Probe for issues related to time, conflicting priorities, lack of clearly defined project responsibilities.</i>)</p>			
2. Fourth Year Implementation of GEAR UP/STAR Activities			
<p>a) What are the key components of your campus's plan for implementing GEAR UP/STAR? (<i>Probe for individuals who are responsible for implementing components.</i>)</p> <p>b) Please describe the GEAR UP/STAR activities that have been implemented on your campus during the 2009-10 school year. (<i>Probe for participants.</i>)</p> <p>c) How do these activities differ from those offered in previous years to support students' college readiness?</p> <p>d) Describe the STAR teacher professional development activities offered this school year. (<i>Probe for information about vertical team training, faculty fellows mentoring</i>)</p> <p>e) Have you observed any changes in instruction or classroom practice that is a result of STAR professional development? If yes, please describe.</p>			
3. Successes and Challenges of Fourth Year GEAR UP/STAR Implementation			
<p>Please think about the successes and challenges you encountered in implementing the GEAR UP/STAR project this school year.</p> <p>a) What were the primary successes your campus experienced in implementing GEAR UP/STAR during this school year?</p> <p>b) What were the primary barriers or challenges to implementing GEAR UP/STAR this school year?</p> <p>c) How did your campus resolve or overcome these challenges?</p>			

4. Communication of GEAR UP/STAR Activities to Staff, Students, Parents, and Community Members
<p>a) How have GEAR UP/STAR activities been communicated this school year? (<i>Probe for communication to teachers, students, parents and community members.</i>)</p> <p>b) What measures have been taken to encourage participation in GEAR UP/STAR activities? (<i>Probe for measures related to teachers, students, parents and community members.</i>)</p>
5. Role of GEAR UP/STAR Partner Organizations
<p>a) Please describe how GEAR UP/STAR partner organizations have participated in the implementation of GEAR UP/STAR activities during the 2009-10 school year.</p> <p>b) Which partner organizations played the greatest role in implementing GEAR UP/STAR activities?</p> <p>c) Overall, are you satisfied with the participation of partner organizations?</p> <p>d) How could the participation of GEAR UP/STAR partner organizations be improved?</p>
6. Continuation of GEAR UP/STAR in the 2010-11 School Year
<p>a) What specific activities are you planning for next year's implementation of GEAR UP/STAR? Do these activities differ from those of the 2009-10 school year?</p>
7. Other
<p>a) Is there anything that I have not asked that you think is important to understanding GEAR UP/STAR implementation on your campus this year?</p>

**Students Training for Academic Readiness (STAR)
Counselor Interview Spring 2010**

Counselor Name/Title: _____	Campus/District: _____
Date: _____	Interviewer: _____
Years as a counselor _____	Years as counselor at this school _____
1 Role in Implementing GEAR UP/STAR	
<p>a) Overall, how would you say implementation of GEAR UP/STAR has gone this year? (<i>Deliberately broad to allow for a wide range of responses.</i>)</p> <p>b) Please describe your role in implementing GEAR/UP STAR during this school year. (<i>Probe for activities addressing college awareness, college readiness, and college planning.</i>)</p> <p>c) Does this differ from your role in previous years? Please explain.</p> <p>d) What, if any, challenges have you experienced in fulfilling this role? (<i>Probe for issues related to time, conflicting priorities, lack of clearly defined project responsibilities.</i>)</p>	
2. Fourth Year Implementation of GEAR UP/STAR Activities	
<p>a) What are the key components of your campus's plan for implementing GEAR UP/STAR? (<i>Probe for information on components related to academic support, informational resources, parent activities, and community support, and the individuals involved in implementing components.</i>)</p> <p>b) Please describe the GEAR UP/STAR activities that have been implemented on your campus during the 2009-10 school year. (<i>Probe for information on activities related to academic support, informational resources, parent activities, and community support, and the activity participants.</i>)</p> <p>c) How do these activities differ from those offered in previous years to support students' college readiness?</p> <p>d) Have you observed any effects of STAR activities? (<i>Probe for changes in parent, student, and/or teacher behavior.</i>)</p>	
3. Successes and Challenges of Fourth Year GEAR UP/STAR Implementation	
<p>Please think about the successes and challenges you encountered in implementing the GEAR UP/STAR project this school year.</p> <p>a) What were the primary successes your campus experienced in implementing GEAR UP/STAR during this school year?</p> <p>b) What were the primary barriers or challenges to implementing GEAR UP/STAR this school year?</p> <p>c) How did your campus resolve or overcome these challenges?</p> <p>d) What resources or assistance are still needed to improve STAR implementation?</p>	

4. Vertical Team Training for Counselors
<p>a) Please describe professional development activities that you have received this school year. (<i>Probe for trainings related to vertical teams.</i>)</p> <p>b) What effect has training had on counseling services in this school or district?</p>
5. Parental Involvement
<p>a) Were there any counseling services or activities that you offered to parents?</p> <p>b) If yes, how did you encourage parents to participate?</p> <p>c) How would you describe the level of parent participation?</p>
6. Role of GEAR UP/STAR Partner Organizations
<p>a) Please describe how GEAR UP/STAR partner organizations have participated in the implementation of GEAR UP/STAR activities during the 2009-10 school year.</p> <p>b) Which partner organizations played the greatest role in implementing GEAR UP/STAR activities?</p> <p>c) Overall, are you satisfied with the participation of partner organizations?</p> <p>d) How could the participation of GEAR UP/STAR partner organizations be improved?</p>
7. Continuation of GEAR UP/STAR in the 2010-11 School Year
<p>a) What specific activities are you planning for next year's implementation of GEAR UP/STAR? Do these activities differ from those of the 2009-10 school year?</p>
8. Other
<p>a) Is there anything that I have not asked that you think is important to understanding GEAR UP/STAR implementation on your campus this year?</p>

**Students Training for Academic Readiness (STAR)
Teacher Focus Group – Moderator’s Guide
Spring 2010**

Participants: _____ Campus: _____
 _____ District: _____
 _____ Date: _____
 Moderator: _____

Moderator Introduction

[Distribute index cards to participants. Ask participants to write their name, teaching assignment. Collect cards at the end as a record of teacher participation.]

Purpose of Teacher Focus Group:

Your school has received funding under the federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) to support the Students Training for Academic Readiness Program (STAR). The Texas Education Agency has contracted with the Texas Center for Educational Research conduct a research study of the STAR program. This focus group is part of that research.

Here are some Ground Rules:

1. Recording the session—responses confidential; individuals not identified
2. One person speak at a time
3. Speak loudly enough to be picked up on tape
4. All views are important—need open, candid responses
5. Everyone participates
6. We need to stay on schedule (40-45 minutes). I may interrupt you to get back on task

Participant Introductions

[Begin taping. Give the name of the school. Ask participants to give their names and teaching assignments, grades taught, and number of years teaching]

1. Teachers’ Role in GEAR UP/STAR Implementation

- a) Overall, how would you say GEAR UP/STAR has gone this year? *(Deliberately broad to allow for a wide range of responses.)*
- b) Describe teachers’ role in implementing GEAR UP/STAR this school year. *(Probe for college awareness, college readiness, and college planning activities after initial response.)*
- c) Did this differ from teachers’ role in previous years? Please explain.
- d) What, if any, challenges did teachers’ experience in fulfilling this role? *(Probe for issues related to time, conflicting priorities, lack of clearly defined project responsibilities, time.)*
- e) From where or whom do you receive support and assistance with GEAR UP implementation?

2. Vertical Teaming

- a) Please describe how verticals teams are implemented on this campus. *(Probe for membership of teams, differences among subject areas, and the goals of vertical teams.)*
- b) Are there any district or campus expectations about teachers’ participation in vertical teams?
- c) What, if anything, has limited the implementation of vertical teams this year? *(Probe for issues related to lack of common planning periods, lack of coordination between high school and middle school, and staff resistance)*
- d) Have you noticed any effects from the vertical teaming implementation?

3. Professional Development for Vertical Teaming

- a) Describe the professional development provided this school year to support vertical teaming. (*Probe who participated in vertical teams.*)
- b) What aspects of this training were most useful to you? And least useful?
- c) Are there any district or campus expectations with respect to teachers' participation in vertical team training?
- d) Were there any efforts to align the curriculum on your campus that included collaboration with university faculty fellows and/or university personnel? If so, please describe.
- e) Have you attended any other training or professional development other than vertical teaming and AP strategies? (*Continue with: Were they helpful? Effective? Are you implementing these strategies?*)

4. Faculty Fellows Mentoring Program

- a) Did you participate in the Faculty Fellows Program this year?
- b) If yes, please describe the kinds of activities that are offered through the program.
- c) Were these activities helpful? Why or why not?

5. Informational Resources

- a) What informational resources are available to you to share with students to assist them with college preparation and planning? (*Probe for the most and least useful resources.*)
- b) Have you used these resources with students? If yes, explain how.

6. Parent Support

- a) Please describe any activities offered by your school this year that are designed to increase parent involvement in students' education.
- b) Have you participated in these activities?
- c) Have you observed any effects of these activities? If yes, please explain/describe. (*Probe for the level of parental involvement and participation, and effects, such as student achievement.*)

7. Other

- a) Is there anything that I have not asked that you think is important to understanding GEAR UP/STAR implementation on your campus this year?

**Students Training for Academic Readiness (STAR)
Partner Organization Interview – Spring/Summer 2010**

Partner Organization Name:
Organization Representative Name:
Job Title:
Date: Interviewer:
Representative's years employed with partner organization:
Campus/District:
1. Involvement in Grant Planning
<p>a) Did you or your organization participate in developing any grant applications GEAR UP/STAR districts submitted to TEA for 2009-10 (year 4) funding? If yes, please describe with districts, and your role in the process. <i>(Probe for key contacts at each district.)</i></p> <p>b) Did you or anyone in your organization assist in the development of districts' implementation plans for 2009-10? This document is the implementation plan listing activities and timetables for year 4, and is based on the district's grant application as approved by the TEA. If yes, please describe which districts, and how you assisted them. <i>(Probe for key contacts at each district.)</i></p>
2. Year 4 Implementation
<p>a) What were your organization's goals, key activities, and services offered for year 4 of the project? <i>(Probe for brief summary of goals.)</i></p> <p>b) What evidence do you have that these activities and services support college readiness, indirectly or directly? <i>(Probe for research as well as anecdotal evidence.)</i></p> <p>c) Do you vary or modify your services and activities across districts? Why?</p> <p>d) What do you feel were your greatest successes in implementing your organization's activities and services in year 4?</p> <p>e) What do you feel were your greatest challenges in implementing activities and services in year 4?</p> <p>f) How will/have these challenges and successes inform your organization's approach to year 5 of the project?</p> <p>g) What are your goals for year 5 of the project? Do you have specific goals for any of the GEAR UP/STAR districts? <i>(Probe for details where necessary.)</i></p> <p>h) Are you coordinating activities or services with other GEAR UP/STAR partner organizations? Why or why not? <i>(Probe for key contacts at the coordinating partner organizations, and extent of any collaboration.)</i></p>
3. Other Issues
Is there anything I haven't asked that you think is important in researchers' understanding of the GEAR UP/STAR project?

83	82	81	80	79	78	77	76	75	74	73	72	71	70	69	68	67	66	65	64	63	62	61	60	59	58	57	56	55	54	53	52	51	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	---	---	---	---	---	---	---	---	---

1. OBSERVER 2. CDC NUMBER

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

[illegible][illegible][illegible]

5. START TIME			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

6. END TIME			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

8. SUBJECT

☐ Reading

☐ Language Arts

☐ Social Studies

☐ Science

☐ Mathematics

☐ Other

9. Teacher's Gender

☐ Male
☐ Female

10. Teacher's Ethnicity

- ☐ Hispanic
- ☐ African American
- ☐ White
- ☐ Other

11. Technology availability:

Number of classroom computer(s)

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

- ☐ Laptop computer
- ☐ Printer(s)
- ☐ Scanner
- ☐ Projection device
- ☐ Graphing calculators
- ☐ Other

14. Organization of the classroom (Mark only one.)

- ☐ Traditional rows
- ☐ Desks arranged so that students face each other
- ☐ Small clusters of 3-5 student desks
- ☐ Desks in circles or semi-circles
- ☐ Tables
- ☐ Lab

15. Rate and give examples of the adequacy of the physical environment:

	Sparsely equipped		Rich in resources	
	①	②	③	④
a. Classroom resources:				

(examples)

	Crowded		Adequate	
b. Classroom space:	(1)	(2)	(3)	(4)

(examples)

	Inhibited interactions		Facilitated interactions
c. Room arrangement:	①	②	③ ④

(examples)

	Not at all		To a great extent
d. Student work displayed:	(1)	(2)	(3) (4)

(examples)

16. Comments on classroom environment (*e.g., visuals, resources, student work, arrangement, management*).

Record your first observation during the first 5 minutes, then record every 10 minutes

SEGMENT		1	2	3	4	5	6
TIME							
17. Class organization		Mark one					
a. Individual students working alone		①	②	③	④	⑤	⑥
b. Pairs of students		①	②	③	④	⑤	⑥
c. Small groups (3+ students)		①	②	③	④	⑤	⑥
d. Whole class		①	②	③	④	⑤	⑥
e. Combination of any of the above		①	②	③	④	⑤	⑥
18. Teacher is...		Mark one					
a. directing whole group (teacher telling, lecturing, questioning, controlling topic and pace).		①	②	③	④	⑤	⑥
b. guiding interactive discussion with whole group (primarily students contributing).		①	②	③	④	⑤	⑥
c. modeling for whole group (demonstrates a strategy aligned with lesson objective).		①	②	③	④	⑤	⑥
d. facilitating/coaching (students work collaboratively on project/problem, teacher assists).		①	②	③	④	⑤	⑥
e. monitoring student work (supervising independent work, may interact briefly).		①	②	③	④	⑤	⑥
f. providing one-on-one instruction (individualized instruction <i>lasting 3 minutes or more</i>).		①	②	③	④	⑤	⑥
g. giving a test.		①	②	③	④	⑤	⑥
h. showing a video/CD-ROM.		①	②	③	④	⑤	⑥
i. managing behavior or materials.		①	②	③	④	⑤	⑥
j. sitting at desk.		①	②	③	④	⑤	⑥
k. checking/grading student work.		①	②	③	④	⑤	⑥
l. other (write in)		①	②	③	④	⑤	⑥
19. Students are...		Mark all that apply					
a. listening to a teacher presentation or discussion (majority of students).		①	②	③	④	⑤	⑥
b. listening to a student presentation (majority of students).		①	②	③	④	⑤	⑥
c. giving a presentation.		①	②	③	④	⑤	⑥
d. engaged in interactive discussion (majority of students contributing).		①	②	③	④	⑤	⑥
e. using graphic organizers/linking maps (circle, bubble, tree, brace, flow, bridge, etc.).		①	②	③	④	⑤	⑥
f. taking notes (two-column, main idea, opinion, hypothesis-proof, problem-solution).		①	②	③	④	⑤	⑥
g. writing communication related to lesson (reflection, composition, notebook, journal).		①	②	③	④	⑤	⑥
h. engaged in problem solving/investigation (manipulatives, experiment, game, exploration).		①	②	③	④	⑤	⑥
i. engaged in individual reading/reflection.		①	②	③	④	⑤	⑥
j. completing an exercise or short answer worksheet.		①	②	③	④	⑤	⑥
k. viewing a video/CD-ROM.		①	②	③	④	⑤	⑥
l. taking a test.		①	②	③	④	⑤	⑥
m. using technology/audio-visual resources.		①	②	③	④	⑤	⑥
n. other (write in)		①	②	③	④	⑤	⑥
20. Teacher's technology use:		Mark all that apply					
a. Not used		①	②	③	④	⑤	⑥
b. Presentation		①	②	③	④	⑤	⑥
c. Facilitating student use		①	②	③	④	⑤	⑥
d. Smart Board		①	②	③	④	⑤	⑥
e. Write pads		①	②	③	④	⑤	⑥
f. Other		①	②	③	④	⑤	⑥
21. Students' technology use		Mark all that apply					
a. Not used		①	②	③	④	⑤	⑥
b. Computer Lab		①	②	③	④	⑤	⑥
c. In class computer		①	②	③	④	⑤	⑥
d. Laptop carts		①	②	③	④	⑤	⑥
22. Student engagement		Mark one					
1	Low engagement: Several students are not focused on the learning tasks. Students engage in inappropriate behaviors (talk to peers about non-class matters, make noise). Most students invest minimal effort in learning or understanding the lesson content. Students exhibit minimal or no interest in or enthusiasm for the assigned tasks.	①	②	③	④	⑤	⑥
2	A few students are not focused on the learning tasks and engage in inappropriate behaviors. Although most students comply with teacher directives, they invest modest effort in learning or understanding the lesson content. Students exhibit little interest in or enthusiasm for the assigned tasks.	①	②	③	④	⑤	⑥
3	Moderate engagement: Nearly all students are obedient and attend to the teachers' content delivery and directions. Students comply with expectations by answering questions and carrying out assignments. Students exhibit limited or moderate interest in or excitement about the content they are learning.	①	②	③	④	⑤	⑥
4	Nearly all students are on task. Activity in the classroom is relevant to assigned tasks. Most students exhibit a sustained commitment to and involvement in their academic tasks. Students are interested in their assignments.	①	②	③	④	⑤	⑥
5	High engagement: Nearly all students are substantively engaged. Students are focused on meaningful and intellectually challenging tasks. The lesson allows for substantial student-to-student and /or student-to-teacher interaction. Nearly all students are interested in and enthusiastic about their assigned tasks.	①	②	③	④	⑤	⑥
Evidence:							

RECORD DESCRIPTIVE NOTES DURING OBSERVATION:

23. Describe the instructional goals/objectives for student learning.

24. Describe the teacher's instructional activities and questioning strategies: (Lower order questions = "1" and higher order questions = "+") and **the students' learning experiences** (extent of intellectual challenge and understanding).

[illegible]

Complete the following sections after the observation.

25. Student collaboration:

- ① Almost no student-to-student interaction. Students generally work as a whole group or do independent work the entire class period.
- ② Minimal student-to-student interaction. Students work as a whole group or independently most of the period. Less than a third of class time is allocated for students to work as pairs or in small groups. Only a few students participate and share ideas during group work.
- ③ Most students (more than half) work cooperatively in pairs or groups for a substantial part of the class period (about a third). In groups, some students contribute information and share ideas; other students are not active contributors.
- ④ Nearly all of students (all but a few) work in pairs or groups through most of the class period. Most students share ideas about subject matter.
- ⑤ Nearly all students work cooperatively in pairs or groups through most of the class period. Nearly all students contribute ideas about subject matter. Students reach goals as a group, with most making significant contributions.

Evidence:

HIGHER ORDER THINKING INDICATORS

26. The teacher...

	Not at All	Small Extent	Moderate Extent	Large Extent
a. asks open-ended questions with multiple answers or interpretations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. asks questions that require reasoning (if/then, what if, or suppose that).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. asks students to justify ideas and explain their thoughts (Why do you think so?).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. asks students to explain key concepts, definitions, and attributes in their own words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. has students think about and relate examples from their own experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. relates subject matter to other contexts or to everyday life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Class activity does not involve questioning. (specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SUBJECT-SPECIFIC INDICATORS

27. In the English/language arts classroom, students are...

	Not at All	Small Extent	Moderate Extent	Large Extent
a. applying knowledge of literary elements to understand written texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. acquiring vocabulary through reading and systematic word study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. producing compositions for a specific purpose (content, organization, mechanics).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. recognizing appropriate organization of ideas in written text (using models, examples).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. using critical thinking/problem solving skills to analyze/evaluate written texts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. using graphic organizers, summarizing, note taking/outlining, identifying main ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. linking ELA concepts to their own experiences or other subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. In the mathematics classroom, students are...

	Not at All	Small Extent	Moderate Extent	Large Extent
a. using active manipulation as a model for the mathematical situation in the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. using calculators to explore the mathematical situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. discussing the problem solving process they are using.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. are asking mathematical questions of the teacher and each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. using writing to describe their solution strategies or mathematical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. using graphic data representation, concept mapping, graphic organizers, creating models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. linking mathematics in this lesson to real world experiences or other subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. summarizing mathematical ideas from this lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. In the science classroom, students are...

	Not at All	Small Extent	Moderate Extent	Large Extent
a. using calculators/computers to explore a scientific situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. using scientific tools to model the scientific situation in the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. participating in experiments/investigations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. discussing the scientific situation, problem, or discoveries they are making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. asking scientific questions of the teacher and each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. using written communication to describe their solution strategies or scientific thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. using graphic organizers, summarizing, note taking/outlining, identifying main ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. linking science in this lesson to real world experiences or other subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. summarizing scientific ideas from this lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. In the social studies classroom, students are...

	Not at All	Small Extent	Moderate Extent	Large Extent
a. using maps, charts, globe to interpret events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. using written communication to analyze, make judgements, draw conclusions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. evaluating the validity of various types of evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. examining trends, themes, and interactions (e.g., graphs, charts).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. exploring cause and effect relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. conducting research (gather, analyze, interpret, synthesize).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. making connections between past and present events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. using graphic organizers, summarizing, note taking/outlining, identifying main ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. linking the social studies lesson to real world experiences or other subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX F

STAR GOALS AND OBJECTIVES FOR THE STATEWIDE AND DISTRICT PROGRAMS

GOAL 1: INCREASE THE NUMBER OF UNDERREPRESENTED (LOW-INCOME AND MINORITY) STUDENTS WHO ARE PREPARED TO GO TO COLLEGE.

Objective 1: By the end of the project's *first year*, information, workshops, and student internship opportunities aimed at linking college attendance to career success will be available to 100% of the cohort students and their parents.

Objective 2: By the end of the project's *second year*, at least 50% of the parents will have attended at least five college awareness activities.

Objective 3: By the end of the project's *third year*, 50% of the middle school students in participating schools will be enrolled in pre-AP curriculum, including Algebra 1 and/or Spanish.

Objective 4: By the end of the project's *fourth year*, at least 25% of the cohort will take an AP course as reflected on the Academic Excellence Indicator System.

Objective 5: By the end of the project's *fifth year*, the number of students taking and passing AP examinations will meet or exceed the state average as reflected in the Academic Excellence Indicator System.

GOAL 2: INCREASE THE NUMBER OF LIMITED ENGLISH PROFICIENCY (LEP) HISPANIC STUDENTS WHO SUCCESSFULLY GRADUATE AND ATTEND COLLEGE.

Objective 1: By the end of the project's *first year*, at least 50% of the parents of LEP students will be involved in college awareness activities.

Objective 2: By the end of the project's *third year*, 30% of the LEP students will participate in pre-AP and AP courses; by the end of the *fifth year*, the number of LEP students in pre-AP and AP courses will meet or exceed the state average.

Objective 3: By the end of the project's *third year*, 25% of LEP students will take AP Spanish in middle and high school to earn college credit before graduating.

GOAL 3: STRENGTHEN ACADEMIC PROGRAMS AND STUDENT SERVICES AT PARTICIPATING SCHOOLS.

Objective 1: By the end of the project's *first year*, teams of teachers at the middle and high school will have participated in AP vertical/horizontal team training.

Objective 2: By the end of the project's *second year*, at least 75% of the 8th grade students will be involved in a comprehensive mentoring, counseling, and/or tutoring program based on results of teacher/counselor input and diagnostic data.

Objective 3: By the end of the project's *fourth year*, 50% of the students participating high schools will complete AP or concurrent enrollment credit.

GOAL 4: BUILD AN ACADEMIC PIPELINE DESIGNED FROM SCHOOL TO COLLEGE.

Objective 1: Increase state commitment to building an academic pipeline designed to allow all students the opportunity to attend college.

Objective 2: By the end of the project's *second year*, at least 30% of the students will be involved in summer programs and institutes designed to help them with at or above grade level and to increase college awareness.

Objective 3: By the end of the project's *second year*, all students and parents will have access to information about college, financial aid, and career requirements.

GOAL 5: DEVELOP EFFECTIVE AND ENDURING ALLIANCES AMONG SCHOOLS, COLLEGES, STUDENTS, PARENTS, GOVERNMENT, AND COMMUNITY GROUPS.

Objective 1: By the end of the project's *first year*, existing school/college programs will be expanded by 25% and new programs will be created.

Objective2: By the end of the project's *second year*, counseling to parents and students will be available at Project STAR sites.

Objective 3: By the end of the project's *second year*, all communities will have business alliances formed that support higher student achievement.

Objective 4: By the end of the project's *second year*, participating campuses will have formed alliances with governmental entities and community groups enhance the information available on scholarships, financial aid, and college awareness.

GOAL 6: IMPROVE TEACHING AND LEARNING.

Objective 1: By the end of the project's *first year*, teams of teachers at the middle and high school will have participated in AP vertical/horizontal team training.

Objective 2: By the end of the project's *second year*, middle and high school teachers and counselors will be trained in effective data usage in planning individual student programs.

Objective 3: By the end of the project's *second year*, all teachers will have the opportunity to participate in the University Fellows Program.

GOAL 7: PROVIDE STUDENTS WITH INTENSIVE, INDIVIDUALIZED AND COORDINATED SUPPORT.

Objective 1: By the end of the project's *second year*, 75% of the students will have the opportunity to receive mentoring and/or tutoring services.

Objective 2: By the end of the project's *second year*, 75% of the students will have the opportunity to receive counseling services as needed.

GOAL 8: RAISE STANDARDS OF ACADEMIC ACHIEVEMENT FOR ALL STUDENTS.

Objective 1: By the end of the project's *third year*, at least 50% of the cohort will take pre-AP or AP courses.

Objective 2: By the end of the project's *fifth year*, 50% of the students will score at or about the state average on the ACT/SAT.

Objective 3: By the end of the project's *fifth year*, the number of students meeting criterion on the THEA will meet or exceed the state average.

APPENDIX G

IMPLEMENTATION ANALYSIS: DATA SOURCES AND METHODOLOGY

Table G.1. Data Sources and Methodology for Implementation Analysis, 2009-10

Indicator	Source	Item Description	Methodology	Standards-Based Score
Raising Academic Standards				
<i>Mean: Academic Rigor</i>				
Academic Rigor	Classroom Observations	<i>Higher Order Thinking</i> The teacher... a) Asks open-ended questions with multiple answers or interpretations. b) Asks questions that require reasoning. c) Asks students to justify ideas and explain their thoughts. d) Asks students to explain key concepts, definitions, and attributes in their own words. e) Has students think about and relate examples from their own experience. f) Relates subject matter to other contexts or to everyday life.	5-point scale: [(Mean: Academic Rigor + Mean: Curricular Alignment + Advanced Academics)/3] • Find mean score per student. • Find mean score per campus. • Convert to 5-point scale by multiplying mean by 1.25.	0.00 – 1.25= Not at all 1.26 – 2.50= Small extent 2.51 – 3.75= Moderate extent 3.76 – 5.00= Large extent
	Classroom Observations	<i>Subject Specific Indicators</i> In the ELA classroom, students are... a) Applying knowledge of literary elements to understand written texts. b) Acquiring vocabulary through reading and systematic word student. c) Producing compositions for a specific purpose. d) Recognizing appropriate organization of ideas in written text. e) Using critical thinking/problem solving skills to analyze/evaluate written texts. f) Using graphic organizers, summarizing, note-taking/outlining, identifying main ideas. g) Linking ELA concepts to their own experiences or other subject areas.	• Find mean score per student. • Find mean score per campus. • Convert to 5-point scale by multiplying mean by 1.25.	0.00 – 1.25= Not at all 1.26 – 2.50= Small extent 2.51 – 3.75= Moderate extent 3.76 – 5.00= Large extent
	Classroom Observations	In the mathematics classroom, students are... a) Using active manipulation as a model for the mathematical situation in the lesson. b) Using calculators to explore the mathematical situation. c) Discussing the problem solving process they are using. d) Are asking mathematical questions of the teacher and each other. e) Using writing to describe their solution strategies or mathematical thinking. f) Using graphic data representation, concept mapping, graphic organizers, creating models. g) Linking mathematics in this lesson to real world experiences or other subject areas. h) Summarizing mathematical ideas from this lesson.	• Find mean score per student. • Find mean score per campus. • Convert to 5-point scale by multiplying mean by 1.25.	0.00 – 1.25= Not at all 1.26 – 2.50= Small extent 2.51 – 3.75= Moderate extent 3.76 – 5.00= Large extent

Indicator	Source	Item Description	Methodology	Standards-Based Score
Raising Academic Standards				
<i>Mean: Academic Rigor</i>				
Academic Rigor	Classroom Observations	<p>In the science classroom, students are...</p> <ul style="list-style-type: none"> a) Using calculators/computers to explore a scientific situation. b) Using scientific tools to model the scientific situation in the lesson. c) Participating in experiments/investigations. d) Discussing the scientific situation, problem, or discoveries they are making. e) Asking scientific questions of the teacher and each other. f) Using written communication to describe their solution strategies or scientific thinking. g) Using graphic organizers, summarizing, note-taking/outlining, identifying main ideas. h) Linking science in this lesson to real world experiences or other subject areas. i) Summarizing scientific ideas from this lesson. 	<p>Find mean score per student.</p> <p>Find mean score per campus.</p> <p>Convert to 5-point scale by multiplying mean by 1.25.</p> <ul style="list-style-type: none"> • • • 	<p>0.00 – 1.25= Not at all</p> <p>1.26 – 2.50= Small extent</p> <p>2.51 – 3.75= Moderate extent</p> <p>3.76 – 5.00= Large extent</p>
	Classroom Observations	<p>In the social studies classroom, students are...</p> <ul style="list-style-type: none"> a) Using maps, charts, globe to interpret events. b) Using written communication to analyze, make judgments, draw conclusions. c) Evaluating the validity of various types of evidence. d) Examining trends, themes, and interactions. e) Exploring cause and effect relationships. f) Conducting research. g) Making connections between past and present events. h) Using graphic organizers, summarizing, note-taking, identifying main ideas. i) Linking the social studies lesson to real world experiences or other subject areas. 	<p>Find mean score per student.</p> <p>Find mean score per campus.</p> <p>Convert to 5-point scale by multiplying mean by 1.25.</p> <ul style="list-style-type: none"> • • • 	<p>0.00 – 1.25= Not at all</p> <p>1.26 – 2.50= Small extent</p> <p>2.51 – 3.75= Moderate extent</p> <p>3.76 – 5.00= Large extent</p>

Indicator	Source	Item Description	Methodology	Standards-Based Score
Raising Academic Standards				
<i>Mean: Academic Rigor</i>				
Academic Rigor	Classroom Observations	<i>Student Engagement</i>	<p>5-point scale: [(Mean: Academic Rigor + Mean: Curricular Alignment + Advanced Academics)/3]</p> <ul style="list-style-type: none"> Create hierarchy by multiplying each level of engagement by increasing increments (<i>level 1 * 1; level 2 * 2... level 5 * 5</i>). Find sum of each level of engagement across all time points per student. Find mean level of engagement per student by dividing by number of time points. Find mean per campus. 	<p>1.00= <u>Several</u> students are not focused on the learning tasks. <u>Most</u> students engage in inappropriate behaviors. <u>Most</u> students invest minimal effort in learning or understanding the lesson content. Students exhibit minimal or no interest or enthusiasm in assigned tasks.</p> <p>2.00= <u>A few</u> students are not focused on the learning tasks and engage in inappropriate behaviors. Although <u>most</u> students comply with teacher directives, they invest modest effort in learning or understanding the lesson content. Students exhibit little interest in or enthusiasm for the assigned tasks.</p> <p>3.00= <u>Nearly all</u> students are obedient and attend to the teacher's content delivery and directions. Students comply with expectations by answering questions and carrying out assignments. Students exhibit limited or moderate interest in or excitement about the content they are learning.</p> <p>4.00= <u>Nearly all</u> students are on task. Activity in the classroom is relevant to assigned tasks. <u>Most</u> students exhibit a sustained commitment to and involvement in their academic tasks. Students are interested in their assignments.</p> <p>5.00= <u>Nearly all</u> students are substantively engaged. Students are focused on meaningful and intellectually challenging tasks. The lesson allows for substantial student-to-student and/or student-to-teacher interaction. <u>Nearly all</u> students are interested in and enthusiastic about their assigned tasks.</p>

Indicator	Source	Item Description	Methodology	Standards-Based Score
Raising Academic Standards				
<i>Mean: Curricular Alignment</i>				
Curricular Alignment: Vertical Teaming Strategies	Teacher Survey (0.85)	As a teacher, I... a) Have informal discussions with colleagues regarding strategies for vertical teams. b) Receive feedback from other teachers based on their observations of my teaching. c) Provide feedback to other teachers based on my observations of their teaching. d) Consult with other teachers about students' academic performance. e) Work with a subject-area peer on my campus to develop a lesson plan or class activity. f) Work with a subject-area peer from a feeder pattern campus to develop a lesson plan or class activity. g) Work with a colleague in a different subject area to develop a lesson plan or class activity. h) Act as a vertical team coach or mentor to other teachers or staff at my school. i) Receive vertical team coaching or mentoring from an external source such as a professional curriculum developer, or university faculty fellow. How frequently did your vertical team meet this year?	<ul style="list-style-type: none"> Mean score per teacher. Mean score per campus. 	1.00= Never 2.00= Rarely 3.00= Sometimes 4.00= Often 5.00= Almost daily
Curricular Alignment: Frequency of Vertical Team Meetings	Teacher Survey		<ul style="list-style-type: none"> Recode to reverse negative coding (1=5, 2=4, ... 5=1). Mean per campus. 	1.00= We have never had a meeting 2.00= 1-2 times a year 3.00= 1-2 times a semester 4.00= At least once a month 5.00= At least once a week
<i>Mean: Advanced Academics</i>				
Advanced Academics: Advanced Course Completion	TEA Course Completion Records	Middle School Advanced Course Completion: What percentage of middle school students received course credit in at least one advanced course (Algebra, Pre-AP, and so on) in 2009-10, as compared to the STAR goal (50%)? High School Advanced Placement Course Completion: What percentage of high school students received AP course credit in at least one course in 2008-09 as compared to the STAR goal (50%)?	<ul style="list-style-type: none"> Using student course completion data, find percentage of students earning course credit per high school campus. To compare campus results to the STAR goal (50%), multiply percentage by 2. To convert to 5-point scale, divide by 20. 	1.00=10% of students or 20% of STAR Goal 2.00=20% of students or 40% of STAR Goal 3.00=30% of students or 60% of STAR Goal 4.00=40% of students or 80% of STAR Goal 5.00=50% of students or 100% of STAR Goal
Advanced Academics: AP Exam Participation	College Board Advanced Placement Examination Participation Data	What percentage of STAR high school students took at least one AP test in 2008-09 as compared to the state average (11.44% of Texas high school students took an AP exam in 2008-09)?	<ul style="list-style-type: none"> Find percentage of high school students taking at least one AP exam per high school campus To compare campus results to the state average, multiply by 8.74 (11.44 * 8.74=100). To convert to 5-point scale, divide by 20. 	1.00= 2.3% of students or 20% of state average 2.00= 4.6% of students or 40% of state average 3.00= 6.9% of students or 60% of state average 4.00= 9.2% of students or 80% of state average 5.00= 11.4% of students or 100% of state average

Indicator	Source	Item Description	Methodology	Standards-Based Score
Raising Academic Standards				
<i>Mean: Advanced Academics</i>				
Advanced AP Exam Scores	College Board Advanced Placement Performance Data	What percentage of students taking AP Exams scored a Grade 3 or better, as compared to state average (46.4% of Texas students received a 3 or better in 2008-09)?	<p>Using student test data, find percentage of students receiving a 3 or better per high school campus.</p> <p>To compare districts' results to the state average, multiply percentage of students receiving a 3 or better by 2.155 (46.4*2.155=100).</p> <p>To convert to 5-point scale, divide by 20.</p>	<p>1.00= 9.3% of students or 20% of state average</p> <p>2.00= 18.6% of students or 40% of state average</p> <p>3.00= 27.8% of students or 60% of state average</p> <p>4.00= 37.1% of students or 80% of state average</p> <p>5.00= 46.4% of students or 100% of state average</p>
Engaging Teachers and Students				
<i>Mean: Teacher Participation in Professional development</i>				
Teacher Participation in Professional Development	Teacher Survey (0.67)	<p>Please indicate the extent to which you agree with each of the following statements.</p> <p>e) Teachers in this school are continually learning and seeking new ideas.</p> <p>g) Teachers are not afraid to learn about new educational approaches and use them with their class(es).</p> <p>h) I have received sufficient training to incorporate AP strategies in my classes.</p> <p>w) I have received sufficient training to use student test scores and achievement/accountability data in planning individual academic programs.</p>	<p>Mean score per teacher.</p> <p>Mean score per campus.</p>	<p>1.00= Strongly disagree</p> <p>2.00= Disagree</p> <p>3.00= Unsure</p> <p>4.00= Agree</p> <p>5.00= Strongly agree</p>
Teacher Participation in Professional Development: Training Attendance	POC Training Attendance Data	Identify the percentage of training sessions per STAR campus at least one teacher attended as compared to the total number of training sessions provided in 2009-10.	<p>Calculate the number of sessions per campus at least one teacher attended.</p> <p>Find percentage of training sessions attended per campus as compared to the total number provided.</p> <p>Convert to 5-point scale by dividing by 20.</p>	<p>1.00= attended 20% training sessions</p> <p>2.00= attended 40% training sessions</p> <p>3.00= attended 60% training sessions</p> <p>4.00= attended 80% training sessions</p> <p>5.00= attended 100% training sessions</p>

Indicator	Source	Item Description	Methodology	Standards-Based Score
Engaging Teachers and Students				
<i>Mean: Student Engagement in School</i>				
Student Engagement in Schooling: Systems of Support	Middle School Student Survey (0.67)	<p>Please mark how often you have participated in each of the following activities during this school year.</p> <ul style="list-style-type: none"> a) Tutoring for an academic subject. b) Mentoring by an adult who is not your parent, guardian, or a teacher. c) Counseling about your grades. d) Workshop on study skills. e) Attending a family activity at school with a parent or guardian (FACE). f) Attending a presentation by a business person or attended a Junior Achievement activity. g) University professor visits to your class. 	<ul style="list-style-type: none"> Recode to 1=participated in activity at least once (responded <i>Rarely</i>, <i>Sometimes</i>, <i>Often</i>, or <i>Almost every day</i>) and 0=did not participate in activity (responded <i>Never</i>) Add across items to find total number of activities each student participated in Mean score per campus. 	1.00= participated in 1.40 types of activities 2.00= participated in 2.80 types of activities 3.00= participated in 4.20 types of activities 4.00= participated in 5.60 types of activities 5.00= participated in 7.00 types of activities
	High School Student Survey (0.78)	<p>Please mark how often you have participated in each of the following activities during this school year.</p> <ul style="list-style-type: none"> a) Tutoring for an academic subject. b) Mentoring by an adult who is not your parent, guardian, or a teacher. c) Counseling about your grades. d) Workshop on study skills. e) Workshop to learn about the ACT, SAT, or other college entrance exam. f) Attending a family activity at school with a parent or guardian (FACE). g) Attending a presentation by a business person or attended a Junior Achievement activity. h) University professor visits to your class. 	<ul style="list-style-type: none"> Mean score per campus. 	1.00= participated in 1.60 types of activities 2.00= participated in 3.20 types of activities 3.00= participated in 4.80 types of activities 4.00= participated in 6.40 types of activities 5.00= participated in 8.00 types of activities
Student Engagement in Schooling: Student Attendance Rates	TEA	<p>2008-09 student attendance rates from TEA to determine if schools encourage attendance, identify truant students, and provide truant students with supports to increase attendance.</p>	<ul style="list-style-type: none"> Select data for students who remain enrolled on same STAR campus across the year. Mean attendance rate per campus. Divide mean rate by 95.5 and multiply by 100 to convert to percentage of the state average. Subtract 80 to only show range of 80% - 100%. Divide by 4 to convert to 5-point scale. 	1.00= 76.4% student attendance rate or 80% of the state average 2.00= 81.2% student attendance rate or 85% of the state average 3.00= 86.0% student attendance rate or 90% of the state average 4.00= 90.7% student attendance rate or 95% of the state average 5.00= 95.5% student attendance rate or 100% of the state average

Indicator	Source	Item Description	Methodology	Standards-Based Score
Student and Parent Access to Information				
<i>Mean: Student Access to Information</i>				
Student Access to Information: Student Informational Activities	Middle School Student Survey	Have you ever participated in the following awareness activities this year? a) Visited a college campus with your school. b) Attended a college or career fair at your school. c) Attended a college planning workshop at your school. d) Received assistance at school completing college, financial aid, and scholarship applications. e) Taken a career inventory about career interests at your school.	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Add across items to get total per student. Find mean score per campus. 	1.00= participated in 1.00 type of activity 2.00= participated in 2.00 types of activities 3.00= participated in 3.00 types of activities 4.00= participated in 4.00 types of activities 5.00= participated in 5.00 types of activities
	High School Student Survey	Have you ever participated in the following awareness activities this year? a) Visited a college campus with your school. b) Attended a college or career fair at your school. c) Attended a college planning workshop at your school. d) Received assistance at school completing college, financial aid, and scholarship applications. e) Taken a career inventory about career interests at your school.	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Add across items to get total per student. Find mean score per campus. 	1.00= participated in 1.00 type of activity 2.00= participated in 2.00 types of activities 3.00= participated in 3.00 types of activities 4.00= participated in 4.00 types of activities 5.00= participated in 5.00 types of activities
Student Access to Information: Students' Participation in Summer Programs	Data From NHI and TAMUCC: POC	How many students from each district participated in the POC Summer Bridge activities as compared to TEA's expectation (30 students)?	<ul style="list-style-type: none"> Receive participation numbers from POC. Divide the number of participants per district by 30 (the target number of students). Multiply by 100 to get percentage. Divide by 20 to convert to 5-point scale. 	1.00= 20% of goal or 6 students 2.00= 40% of goal or 12 students 3.00= 60% of goal or 18 students 4.00= 80% of goal or 24 students 5.00= 100% of goal or 30 students
Student Access to Information: Awareness of Postsecondary Opportunities	Middle School Student Survey	How familiar are you with: a) Community or junior colleges b) Four-year colleges or universities c) Vocational or technical schools	<ul style="list-style-type: none"> Recode: "Not at all familiar=0, "Somewhat familiar=1, Very familiar=1." Find sum by adding across postsecondary opportunities per student. Find mean score per campus. Convert to 5-point scale by multiplying by 1.667. 	0.00 – 1.67= Familiar with one type of postsecondary opportunity 1.68 – 3.34= Familiar with two types of postsecondary opportunities 3.35 – 5.00= Familiar with three types of postsecondary opportunities
	High School Student Survey	How familiar are you with: a) Community or junior colleges b) Four-year colleges or universities c) Vocational or technical schools	<ul style="list-style-type: none"> Recode: "Not at all familiar=0, "Somewhat familiar=1, Very familiar=1." Find sum by adding across postsecondary opportunities per student. Find mean score per campus. Convert to 5-point scale by multiplying by 1.667. 	0.00 – 1.67= Familiar with one type of postsecondary opportunity 1.68 – 3.34= Familiar with two types of postsecondary opportunities 3.35 – 5.00= Familiar with three types of postsecondary opportunities

Indicator	Source	Item Description	Methodology	Standards-Based Score
Student and Parent Access to Information				
<i>Mean: Student Access to Information</i>				
Student Access to Information: Awareness of College Entrance Requirements	Middle School Student Survey	Has anyone talked to you about college entrance requirements? a) A GEAR UP/STAR representative c) My school counselor d) My teachers e) My principal/assistant principal	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Sum across items. Select data: If the sum is greater than or equal to 1. Find percentage of students receiving information from at least one of the school/GEAR UP sources per campus. Convert to 5-point scale by dividing by 20. 	1.00= 20% of students receive information from at least one source 2.00= 40% of students receive information from at least one source 3.00= 60% of students receive information from at least one source 4.00= 80% of students receive information from at least one source 5.00= 100% of students receive information from at least one source
	High School Student Survey	Has anyone talked to you about college entrance requirements? a) A GEAR UP/STAR representative c) My school counselor d) My teachers e) My principal/assistant principal	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Sum across items. Select data: If the sum is greater than or equal to 1. Find percentage of students receiving information from at least one of the school/GEAR UP sources per campus. Convert to 5-point scale by dividing by 20. 	1.00= 20% of students receive information from at least one source 2.00= 40% of students receive information from at least one source 3.00= 60% of students receive information from at least one source 4.00= 80% of students receive information from at least one source 5.00= 100% of students receive information from at least one source
	Middle School Student Survey	Has anyone talked to you about financial aid opportunities? a) A GEAR UP/STAR representative c) My school counselor d) My teachers e) My principal/assistant principal	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Sum across items. Select data: If the sum is greater than or equal to 1. Find percentage of students receiving information from at least one of the school/GEAR UP sources per campus. Convert to 5-point scale by dividing by 20. 	1.00= 20% of students receive information from at least one source 2.00= 40% of students receive information from at least one source 3.00= 60% of students receive information from at least one source 4.00= 80% of students receive information from at least one source 5.00= 100% of students receive information from at least one source
Student Access to Information: Awareness of Financial Assistance	High School Student Survey	Has anyone talked to you about financial aid opportunities? a) A GEAR UP/STAR representative c) My school counselor d) My teachers e) My principal/assistant principal	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Sum across items. Select data: If the sum is greater than or equal to 1. Find percentage of students receiving information from at least one of the school/GEAR UP sources per campus. Convert to 5-point scale by dividing by 20. 	1.00= 20% of students receive information from at least one source 2.00= 40% of students receive information from at least one source 3.00= 60% of students receive information from at least one source 4.00= 80% of students receive information from at least one source 5.00= 100% of students receive information from at least one source

Indicator	Source	Item Description	Methodology	Standards-Based Score
Student and Parent Access to Information				
<i>Mean: Parent Access to Information</i>				
Parent Access to Information: Parent Access to Partial Information	Parent Survey	In the past year, has anyone spoken with you about: a) College entrance requirements b) The availability of financial aid c) The courses your child should take to prepare for college	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Sum across items. Select data: If the sum is greater than or equal to 1. Find the percentage of parents receiving information regarding at least one college planning topic per campus. Convert to 5-point scale by dividing by 20. 	1.00= 20% of parents receive information about at least one planning process 2.00= 40% of parents receive information about at least one planning process 3.00= 60% of parents receive information about at least one planning process 4.00= 80% of parents receive information about at least one planning process 5.00= 100% of parents receive information about at least one planning process
Parent Access to Information: Parent Access to Full Information	Parent Survey	In the past year, has anyone spoken with you about: a) College entrance requirements b) The availability of financial aid c) The courses your child should take to prepare for college	<ul style="list-style-type: none"> Recode: yes=1 and no=0. Sum across items. Select data: If the sum equals 3. Find the percentage of parents receiving information regarding all three college planning topics per campus per campus. Convert to 5-point scale by dividing by 20. 	1.00= 20% of parents receive information about all three planning processes 2.00= 40% of parents receive information about all three planning processes 3.00= 60% of parents receive information about all three planning processes 4.00= 80% of parents receive information about all three planning processes 5.00= 100% of parents receive information about all three planning processes
Parent Access to Information: Parent Awareness of GEAR UP/STAR	Parent Survey	How familiar are you with the GEAR UP/STAR program?	<ul style="list-style-type: none"> Mean score per parent. Mean score per campus. Convert to 5-point scale by multiplying by 1.25. 	1.00 – 1.25= Not familiar at all 1.26 – 2.50= Not very familiar 2.51 – 3.75= Somewhat familiar 3.76 – 5.00= Very familiar

Indicator	Source	Item Description	Methodology	Standards-Based Score
Building School and Community Cultures that Support Academic Achievement				
<i>Mean: School Environment</i>				
School Environment: Leadership and Staff Buy-in	Teacher Survey (0.90)	<p>Please indicate your agreement with the following statements:</p> <p>a) Teachers in this school share an understanding about how AP strategies may be used to enhance learning.</p> <p>b) The principal consults with staff before making decisions that may affect our ability to work in vertical teams.</p> <p>c) In this school, there are clear expectations that all students will be prepared for postsecondary educational opportunities.</p> <p>d) I incorporate college information into my content-area lessons.</p> <p>j) The principal is an effective leader for vertical teams in this school.</p> <p>k) Overall, considering the uses of vertical teams in my school today, I am confident that this use is leading to increased student achievement.</p> <p>n) The principal is willing to support teachers' efforts at vertical teaming.</p> <p>o) Teachers receive adequate administrative support to incorporate vertical teams.</p> <p>q) When our school has professional development focused on vertical teams, the principal often participates.</p> <p>s) Teachers in this school are generally supportive of vertical teaming efforts.</p> <p>u) GEAR UP goals are clearly communicated to staff.</p>	<ul style="list-style-type: none"> • Mean score per teacher. • Mean score per campus. 	1.00= Strongly disagree 2.00= Disagree 3.00= Unsure 4.00= Agree 5.00= Strongly agree
School Environment: Innovative Environment	Teacher Survey (0.83)	<p>Please indicate your agreement with the following statements:</p> <p>a) Teachers in this school are continually learning and seeking new ideas.</p> <p>b) The principal in my school actively encourages teachers to pursue professional development geared towards AP strategies and vertical teaming.</p> <p>c) Teachers are not afraid to learn about new educational approaches and use them with their classes.</p> <p>l) The principal encourages teachers to be innovative and try new methods.</p> <p>p) Teachers and administrators rely on research-proven teaching and learning principles in making decisions about instruction.</p>	<ul style="list-style-type: none"> • Mean score per teacher. • Mean score per campus. 	1.00= Strongly disagree 2.00= Disagree 3.00= Unsure 4.00= Agree 5.00= Strongly agree
<i>Mean: Parent and Community Support</i>				
Parent and Community Support: Parent and Community Engagement in School Activities	Teacher Survey (0.77)	<p>Please indicate your agreement with the following statements:</p> <p>i) Parents support our school's emphasis on college readiness.</p> <p>m) GEAR UP goals are clearly communicated to parents and the community.</p> <p>r) The surrounding community actively supports our emphasis on college readiness.</p> <p>t) This school provides a variety of opportunities for parental involvement.</p>	<ul style="list-style-type: none"> • Mean score per teacher. • Mean score per campus. 	1.00= Strongly disagree 2.00= Disagree 3.00= Unsure 4.00= Agree 5.00= Strongly agree

Indicator	Source	Item Description	Methodology	Standards-Based Score
Building School and Community Cultures that Support Academic Achievement				
<i>Mean: Parent and Community Support</i>				
Parent and Community Support: Parents' Support of Goals at Home	Parent Survey (0.72)	Over the past year, how often did you: a) Assist with or monitor your child's homework at home. b) Tutor your child at home using materials and instructions provided by the teacher. c) Read with your child at home. d) Discuss school with your child. How often did you do each of the following: a) Talk about attending college. b) Help select classes that support your child's college plans. c) Talk about taking a college entrance exam.. d) Talk about financial aid opportunities or scholarships.	<ul style="list-style-type: none"> Mean score per parent [(Q5 + Q8)/number of items]. Mean score per campus. Convert to 5-point scale by multiplying by 1.25. 	0.00 – 1.25= Never 1.26 – 2.50= Several times a month 2.51 – 3.75= Several times a week 3.76 – 5.00= Every day
Parent and Community Support: Parents' Participation in School and STAR Activities	Parent Survey (0.79)	How many times have you visited your child's school in the past year? Which of the following activities have you participated in over the course of the past school year? a) PTA meeting. b) Volunteer activities. c) Parent-teacher conferences. d) Observed/visited your child's classroom. e) Talked with a teacher or administrator about your child's education. f) Received college planning information or other counseling services from the counselor. g) Received a home visit from a teacher, counselor, or administrator. Which of the following college and career awareness activities have you participated in over the past year? a) Visited a college campus with your child's school. b) Attended a college or career fair at your child's school. c) Attended a workshop on preparing for college. d) Received assistance in completing financial aid, scholarships, and applications. e) Attended a workshop on careers with your child. f) Attended a FACE activity with your child. g) Other.	<ul style="list-style-type: none"> Recode Q1: If X is greater than or equal to 1, recode as 1. Recode Q2 and Q3: yes=1 and no=0. Add across all items across all three questions. Select data: If the sum is greater than or equal to 5. Find percentage of parents attending 5 or more activities per campus. Convert to 5-point scale by multiplying by 10 	1.00= 10% of parents attended 5 or more activities 2.00= 20% of parents attended 5 or more activities 3.00= 30% of parents attended 5 or more activities 4.00= 40% of parents attended 5 or more activities 5.00= 50% of parents attended 5 or more activities
Implementation Index				
			5-point scale: [(Mean: Raising Academic Standards + Mean: Engaging Teachers and Students + Mean: Student and Parent Access to Information + Mean: Building School and Community Cultures that Support Academic Achievement)/4]	5-point scale

Sources: STAR Classroom Observations, spring 2010; STAR Teacher, Counselor, and Librarian Survey, spring 2010; TEA Course Completion Records, 2008-09; College Board AP Examination Participation and Performance Overview Reports, 2008-09; STAR Middle School and High School Student Surveys, spring 2010; POC Training Attendance Records, 2009-10; PEIMS 2008-09 attendance data; POC Summer Program Attendance Records, 2009-10; STAR Parent Survey, spring 2010.

APPENDIX H

IMPLEMENTATION ANALYSIS SCORING RUBRIC

Table H.1 describes the criteria used to identify schools' level of implementation for each of the core components of STAR implementation.

Table H.1. Scoring Rubrics for the Implementation Evaluation of GEAR UP/STAR in 2009-10

Component	Minimal Implementation (0.00-1.50)	Partial Implementation (1.51-3.00)	Substantial Implementation (3.01-4.50)	Full Implementation (4.51-5.00)	Implementation Score
<i>Raising Academic Standards</i>					
<i>Academic Rigor</i>	Teachers ask open-ended questions or questions that require reasoning <u>to a very small extent</u> . Teachers relate subject matter or ask students to relate subject matter to other contexts or to everyday life <u>to a very small extent</u> . Teachers use subject specific Advanced Placement academic strategies <u>to a very small extent</u> . Several students are not focused on the learning tasks and engage in inappropriate behaviors. Most students invest <u>minimal effort</u> in learning or understanding the lesson content and <u>exhibit minimal or no interest</u> for the assigned tasks.	Teachers ask open-ended questions or questions that require reasoning <u>to a small or moderate extent</u> . Teachers relate subject matter or ask students to relate subject matter to other contexts or to everyday life <u>to a small or moderate extent</u> . Teachers use subject specific Advanced Placement academic strategies <u>to a small or moderate extent</u> . A few students are obedient and attend to the teacher's content delivery and directions. Most students <u>comply with expectations</u> . Students <u>exhibit limited or moderate interest</u> in about the content they are learning.	Teachers ask open-ended questions or questions that require reasoning <u>to a large extent</u> . Teachers relate subject matter or ask students to relate subject matter to other contexts or to everyday life <u>to a large extent</u> . Teachers use subject specific Advanced Placement academic strategies <u>to a large extent</u> . <u>Nearly all</u> students are on task. Activity in the classroom is relevant to assigned tasks. Most students exhibit a <u>sustained commitment to and involvement in</u> their academic tasks. Students <u>are interested</u> in their assignments.	Teachers ask open-ended questions or questions that require reasoning <u>to a very large extent</u> . Teachers relate subject matter or ask students to relate subject matter to other contexts or to everyday life <u>to a very large extent</u> . Teachers use subject specific Advanced Placement academic strategies <u>to a very large extent</u> . <u>Nearly all</u> students are <u>focused on</u> meaningful and intellectually challenging tasks. The lesson allows for substantial student-to-student and/or student-to-teacher interaction. <u>Nearly all students are interested in and enthusiastic</u> about their assigned tasks.	<p>2009-10 Campus Scores: 1.86 – 3.67 Mean= 2.72 SD= 0.59</p> <p>2008-09 Campus Scores: NA</p> <p>2007-08 Campus Scores: NA</p>

Component	Minimal Implementation (0.00-1.50)	Partial Implementation (1.51-3.00)	Substantial Implementation (3.01-4.50)	Full Implementation (4.51-5.00)	Implementation Score
<i>Curricular Alignment</i>	Teachers very <u>rarely</u> collaboratively with colleagues and peers. Teachers meet with their vertical teams <u>1 – 2 times a year or less</u> .	Teachers <u>sometimes</u> communicate or work collaboratively with colleagues and peers. Teachers meet with their vertical teams <u>1 – 2 times a semester</u> .	Teachers <u>often</u> communicate or work collaboratively with colleagues and peers. Teachers meet with their vertical teams <u>at least once a month</u> .	Teachers communicate or work collaboratively with colleagues and peers <u>almost daily</u> . Teachers meet with their vertical teams <u>at least once a week</u> .	<p>2009-10 Campus Scores: 2.10 – 2.97 Mean= 2.55 SD= 0.32</p> <p>2008-09 Campus Scores: 2.00 – 2.97 Mean= 2.54 SD= 0.31</p> <p>2007-08 Campus Scores: 2.20 – 3.05 Mean= 2.63 SD= 0.29</p>
<i>Advanced Academics</i>	The district provided students <u>minimal</u> access to advanced courses and <u>0.0% - 15.0% of students enrolled in an advanced course</u> and <u>0.0% - 3.4% of students participated in an AP exam</u> . The district emphasized rigor to a <u>small extent</u> and <u>0.0% - 13.9% of AP exams</u> earned a Grade 3 or better (or 0.0% - 30% of state average).	The district provided students access to advanced courses and <u>15.1% - 30.0% of students enrolled in an advanced course</u> and <u>3.5% - 6.8% of students participated in an AP exam</u> . The district emphasized rigor and <u>14.0% - 27.8% of AP exams</u> earned a Grade 3 or better (or 30.1% - 60.0% of state average).	The district provided students access to advanced courses and <u>30.1% - 45.0% of students enrolled in an advanced course</u> and <u>6.9% - 10.2% of students participated in an AP exam</u> . The district emphasized rigor to a <u>large extent</u> and <u>27.9% - 41.8% of AP exams</u> earned a Grade 3 or better (or 60.1% - 89.9% of state average).	The district provided students extensive access to advanced courses and <u>45.1% - 50.0% of students enrolled in an advanced course</u> and <u>10.3% - 11.4% of students participated in an AP exam</u> . The district emphasized rigor to a <u>great extent</u> and <u>41.9% - 46.4% of AP exams</u> earned a Grade 3 or better (or 90.0% - 100.0% of state average).	<p>2009-10 Campus Scores: 0.91 – 5.00 Mean= 2.97 SD= 1.53</p> <p>2008-09 Campus Scores: NA</p> <p>2007-08 Campus Scores: NA</p>

Component	Minimal Implementation (0.00-1.50)	Partial Implementation (1.51-3.00)	Substantial Implementation (3.01-4.50)	Full Implementation (4.51-5.00)	Implementation Score
<i>Engaging Teachers and Students</i>					
					2009-10 Campus Scores: 2.70 – 3.36 Mean= 3.15 SD= 0.19 2008-09 Campus Scores: NA 2007-08 Campus Scores: NA
<i>Teacher Participation in Professional Development</i>	Teachers <i>disagree</i> that teachers in their school are continually learning and are not afraid to learn about new strategies and use them. Teachers <i>disagree</i> that they have received sufficient training to incorporate AP strategies in their classroom or use student test scores in planning academic programs. In the district, <u>0.0% – 30.0% of teachers</u> attended STAR training.	Teachers <i>are unsure if</i> teachers in their school are continually learning and are not afraid to learn about new strategies and use them. Teachers <i>are unsure if</i> they have received sufficient training to incorporate AP strategies in their classroom or use student test scores in planning academic programs. In the district, <u>31.1% – 60.0% of teachers</u> attended STAR training.	Teachers <i>agree</i> that teachers in their school are continually learning and are not afraid to learn about new strategies and use them. Teachers <i>agree</i> that they have received sufficient training to incorporate AP strategies in their classroom or use student test scores in planning academic programs. In the district, <u>61.1% – 90.0% of teachers</u> attended STAR training.	Teachers <i>strongly agree</i> that teachers in their school are continually learning and are not afraid to learn about new strategies and use them. Teachers <i>strongly agree</i> that they have received sufficient training to incorporate AP strategies in their classroom or use student test scores in planning academic programs. In the district, <u>90.1% – 100.0% of teachers</u> attended STAR training.	2009-10 Campus Scores: 2.28 – 3.85 Mean= 2.93 SD= 0.50 2008-09 Campus Scores: NA 2007-08 Campus Scores: NA
<i>Student Engagement in School</i>	Students attend <u>0.0 – 2.2 types of activities</u> , such as tutoring, mentoring, or counseling activities provided by their school. The campus attendance rate is <u>less than or equal to 82.5%</u> of the state average (95.5%).	Students attend <u>2.3 – 4.4 types of activities</u> , such as tutoring, mentoring, or counseling activities provided by their school. The campus attendance rate is <u>between 82.6% and 90.0%</u> of the state average (95.5%).	Students attend <u>4.5 – 6.7 types of activities</u> , such as tutoring, mentoring, or counseling activities provided by their school. The campus attendance rate is <u>between 90.1% and 97.5%</u> of the state average (95.5%).	Students attend <u>6.8 – 7.5 types of activities</u> , such as tutoring, mentoring, or counseling activities provided by their school. The campus attendance rate is <u>between 97.6% and 100.0%</u> of the state average (95.5%).	2009-10 Campus Scores: 2.70 – 3.87 Mean= 3.36 SD= 0.38 2008-09 Campus Scores: 2.67 – 3.62 Mean= 3.12 SD= 0.30 2007-08 Campus Scores: 2.43 – 3.78 Mean= 3.09 SD= 0.43

Component	Minimal Implementation (0.00-1.50)	Partial Implementation (1.51-3.00)	Substantial Implementation (3.01-4.50)	Full Implementation (4.51-5.00)	Implementation Score
<i>Student and Parent Access to Information</i>					<p>2009-10 Campus Scores: 1.46 – 2.77 Mean= 2.21 SD= 0.43</p> <p>2008-09 Campus Scores: 1.74 – 2.69 Mean= 2.22 SD= 0.25</p> <p>2007-08 Campus Scores: NA</p>
<i>Student Access to Information</i>	Students have attended less than <u>1.50 different kinds of awareness activities</u> , on average. Less than <u>2 students</u> attended summer STAR activities. Students are familiar with <u>one</u> of the postsecondary educational opportunities. Less than <u>30.0% of students</u> have received information about college entrance requirements and financial aid from at least one school source.	Students have attended between <u>1.51 and 3.00 different kinds of awareness activities</u> , on average. Between <u>9 and 18 students</u> attended summer STAR activities. Students are familiar with <u>two</u> of the postsecondary educational opportunities. <u>Between 30.1% and 60.0% of students</u> have received information about college entrance requirements and financial aid from at least one school source.	Students have attended between <u>3.01 and 4.50 awareness activities</u> , on average. Between <u>19 and 27 students</u> attended summer STAR activities. Students are familiar with <u>all three</u> of the postsecondary educational opportunities. <u>Between 60.1% and 90.0% of students</u> have received information about college entrance requirements and financial aid from at least one school source.	Students have attended between <u>4.51 and 5.00 awareness activities</u> , on average. Between <u>27 and 30 students</u> attended summer STAR activities. Students are familiar with <u>all three</u> of the postsecondary educational opportunities. <u>Between 90.1% and 100.0% of students</u> have received information about college entrance requirements and financial aid from at least one school source.	<p>2009-10 Campus Scores: 1.74 – 3.51 Mean= 2.74 SD= 0.57</p> <p>2008-09 Campus Scores: 2.09 – 3.47 Mean= 2.78 SD= 0.35</p> <p>2007-08 Campus Scores: NA</p>

Component	Minimal Implementation (0.00-1.50)	Partial Implementation (1.51-3.00)	Substantial Implementation (3.01-4.50)	Full Implementation (4.51-5.00)	Implementation Score
Parent Access to Information	<p>Less than <u>30.0% of parents</u> have received information about at least one college planning topic.</p> <p>Less than <u>30.0% of parents</u> have received information about all three college planning topics.</p> <p>Parents are <u>not very familiar</u> with the STAR program on their child's campus, on average.</p>	<p><u>Between 30.1% and 60.0% of parents</u> have received information about at least one college planning topic. <u>Between 30.1% and 60.0% of parents</u> have received information about all three college planning topics.</p> <p>Parents are <u>somewhat familiar</u> with the STAR program on their child's campus, on average.</p>	<p><u>Between 60.1% and 90.0% of parents</u> have received information about at least one college planning topic. <u>Between 60.1% and 90.0% of parents</u> have received information about all three college planning topics.</p> <p>Parents are <u>very familiar</u> with the STAR program on their child's campus, on average.</p>	<p><u>Between 90.1% and 100.0% of parents</u> have received information about at least one college planning topic. <u>Between 90.1% and 100.0% of parents</u> have received information about all three college planning topics.</p> <p>Parents are <u>very familiar</u> with the STAR program on their child's campus, on average.</p>	<p>2009-10 Campus Scores: 0.96 – 2.26 Mean= 1.67 SD= 0.37</p> <p>2008-09 Campus Scores: 1.39 – 2.16 Mean= 1.66 SD= 0.20</p> <p>2007-08 Campus Scores: 1.20 – 2.36 Mean= 1.81 SD= 0.33</p>

Component	Minimal Implementation (0.00-1.50)	Partial Implementation (1.51-3.00)	Substantial Implementation (3.01-4.50)	Full Implementation (4.51-5.00)	Implementation Score
<i>Building School and Community Cultures that Support Academic Achievement</i>					2009-10 Campus Scores: 3.41 – 3.99 Mean= 3.75 SD= 0.16
					2008-09 Campus Scores: 3.66 – 4.21 Mean= 3.93 SD= 0.14
					2007-08 Campus Scores: 3.48 – 4.08 Mean= 3.87 SD= 0.17
<i>School Environment</i>	Teachers <i>disagree</i> that their administrators provide effective leadership and support to implement STAR. Teachers <i>disagree</i> that other teachers support the goals of STAR. Teachers <i>disagree</i> that school staff members are innovative and seek to learn new strategies.	Teachers are <i>unsure</i> if their administrators provide effective leadership and support to implement STAR. Teachers are <i>unsure</i> if other teachers support the goals of STAR. Teachers are <i>unsure</i> if school staff members are innovative and seek to learn new strategies.	Teachers <i>strongly agree</i> that their administrators provide effective leadership and support to implement STAR. Teachers <i>strongly agree</i> that other teachers support the goals of STAR. Teachers <i>strongly agree</i> that school staff members are innovative and seek to learn new strategies.	Teachers <i>strongly agree</i> that their administrators provide effective leadership and support to implement STAR. Teachers <i>strongly agree</i> that other teachers support the goals of STAR. Teachers <i>strongly agree</i> that school staff members are innovative and seek to learn new strategies.	2009-10 Campus Scores: 3.41 – 3.99 Mean= 3.80 SD= 0.16 2008-09 Campus Scores: 3.44 – 4.26 Mean= 3.89 SD= 0.20 2007-08 Campus Scores: 3.17 – 4.03 Mean= 3.81 SD= 0.23

Component	Minimal Implementation (0.00-1.50)	Partial Implementation (1.51-3.00)	Substantial Implementation (3.01-4.50)	Full Implementation (4.51-5.00)	Implementation Score
<i>Parent and Community Support</i>	Teachers <i>disagree</i> that parents and community members support the school and STAR goals. Parents support STAR goals by assisting their child with school work or college plans <u>several times a month</u> . Less than <u>30.0% of parents</u> attended five or more school activities.	Teachers <i>are unsure</i> if parents and community members support the school and STAR goals. Parents support STAR goals by assisting their child with school work or college plans <u>several times a week</u> . Between <u>30.1% and 60.0% of parents</u> attended five or more school activities.	Teachers <i>strongly agree</i> that parents and community members support the school and STAR goals. Parents support STAR goals by assisting their child with school work or college plans <u>every day</u> . Between <u>60.1% and 90.0% of parents</u> attended five or more school activities.	Teachers <i>strongly agree</i> that parents and community members support the school and STAR goals. Parents support STAR goals by assisting their child with school work or college plans <u>every day</u> . Between <u>90.1% and 100.0% of parents</u> attended five or more school activities.	2009-10 Campus Scores: 3.21 – 4.04 Mean= 3.70 SD= 0.27 2008-09 Campus Scores: 3.85 – 4.17 Mean= 3.98 SD= 0.10 2007-08 Campus Scores: 3.65 – 4.14 Mean= 3.94 SD= 0.13
Composite Score					2009-10 Campus Scores: 2.71 – 3.26 Mean= 2.95 SD= 0.19 2008-09 Campus Scores: NA 2007-08 Campus Scores: NA

Sources: STAR Classroom Observations, spring 2010; STAR Teacher, Counselor, and Librarian Survey, spring 2010; TEA Course Completion Records, 2008-09; College Board AP Examination Participation and Performance Overview Reports, 2008-09; STAR Middle School and High School Student Surveys, spring 2010; POC Training Attendance Records, 2009-10; PEIMS 2008-09 attendance data; POC Summer Program Attendance Records, 2009-10; STAR Parent Survey, spring 2010.

Notes: For further information about STAR surveys, including administration procedures and the characteristics of respondents, see Tables 1.2, 1.3, and 1.4 in chapter 1. For further information about STAR classroom observations, including selection and observation procedures, see Table 1.1 in Chapter 1.

APPENDIX I

ADVANCED COURSE PERFORMANCE MEASURES

The STAR project strives to improve students' academic preparation for postsecondary education and to increase the number of students who pursue higher education opportunities. Over the course of the project, STAR districts are expected to increase the proportions of students who enroll in and complete AP and other rigorous coursework, graduate from high school, and enroll in college. This Appendix compares third year data (2008-09) with baseline data (2005-06) across a variety of academic indicators that are benchmarks against which districts' progress toward STAR goals may be measured in future evaluation years. *It is important to note that these data reflect the performances of all students in STAR schools and are not measures of the performance of served student cohorts.*

The Appendix utilizes data provided through TEA's PEIMS and AEIS databases, as well as THECB and College Board reports for the 2005-06 through 2008-09 school years¹⁸ and includes measures related to enrollment in AP coursework, AP and college entrance examination scores, attendance rates, college readiness indicators, as well as graduation, dropout, and college enrollment rates. Results are reported across indicators for STAR districts and campuses and, where appropriate, for TEA-identified "peer group" campuses,¹⁹ as well as state averages for purposes of comparison.

Advanced Placement Program

AP teachers. Table I.1 shows that the number of AP teachers ranged from 4 to 14 across STAR high schools in 2008-09, and that the number of teachers has remained relatively stable across schools for the STAR implementation period (2006-07 through 2008-09).

Table I.1. Number of AP Teachers in STAR High Schools, 2005-06 Through 2008-09

Campus	Number of AP Teachers			
	2005-06	2006-07	2007-08	2008-09
Falfurrias HS	4	6	6	6
Alice HS	13	12	11	10
H. M. King HS	6	6	4	5
Miller HS	13	14	16	14
Mathis HS	2	2	4	5
Odem HS	4	4	4	4
Total	42	44	45	44

Sources: 2005-06, 2006-07, 2007-08, and 2008-09 TEA staff responsibilities files.

AP courses. AP courses are designed to prepare students for college level work and require sophisticated analysis of content, advanced reasoning and problem solving skills, as well as substantially more independent study. Relative to high school honors courses, AP courses are expected to be more

¹⁸The most recent years for which data are available.

¹⁹For each campus in the state, TEA has created a peer or comparison group of 40 public school campuses selected on the basis of six student demographic characteristics, including the percentages of African American, Hispanic, and White students, the percentage of economically disadvantaged students, the percentage of limited English proficient students, and the campus mobility rate (2007 Accountability Manual, TEA). For a specific performance indicator, TEA reports the median value of the 40 comparison campuses on that indicator. Thus, peer groups allow for comparisons of campus performance for similar schools.

academically challenging and require a larger commitment from students in terms of the time and effort devoted to coursework. Successful completion of AP coursework suggests that students have mastered rigorous course content and have the study skills and self-discipline required to master challenging college-level work.

Table I.2 reports the percentage of students in Grades 9 through 12 at each STAR high school who received credit for AP coursework from 2005-06 through 2008-09. Across years, the largest percentages of students tended to take English Language and Composition, English Literature and Composition, U. S. History, U. S. Government and Politics, and World History.

Table I.2 Percentage of Students in Grades 9 through 12 Who Received AP Course Credit by STAR High School, 2005-06 Through 2008-09

AP Course	Falfurrias High School					Alice High School					H. M. King High School					Miller High School				
	06	07	08	09	2006 to 2009 Change	06	07	08	09	2006 to 2009 Change	06	07	08	09	2006 to 2009 Change	06	07	08	09	2006 to 2009 Change
AP Course																				
AP Biology	0.0	4.3	7.9	3.3	3.3	1.7	1.7	1.0	0.5	-1.2	0.3	0.9	0.6	1.0	0.7	0.0	0.0	0.3	0.0	0.0
AP Chemistry	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	-0.3	0.0	0.8	0.0	0.5	0.5	0.4	0.7	0.8	0.0	-0.4
AP Physics B	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.7	0.0	0.0	0.4	1.1	0.6	0.5	0.1
AP Calculus AB	0.0	1.0	0.8	0.7	0.7	1.0	0.9	1.2	1.5	0.5	1.0	1.0	1.0	1.6	0.6	2.3	1.2	0.7	0.5	-1.8
AP Calculus BC	0.2	0.0	0.0	0.0	-0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.3	0.2	0.0	-1.0
AP Statistics	0.0	0.0	0.0	0.0	0.0	1.7	1.2	1.3	1.8	0.1	0.0	0.0	0.0	0.0	0.0	0.6	1.0	0.7	0.0	-0.6
AP English Lang. & Comp.	4.8	3.2	2.1	3.1	-1.7	6.0	6.2	6.3	6.3	0.3	4.3	3.6	2.2	3.7	-0.6	3.8	5.8	6.2	3.4	-0.4
AP English Lit. & Comp.	1.8	5.1	2.1	1.9	0.1	6.6	6.6	6.4	6.7	0.1	0.6	0.2	0.2	0.2	-0.4	1.6	4.0	3.2	3.6	2.0
AP Microeconomics	3.6	6.1	5.4	5.9	2.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
AP Macroeconomics	0.0	0.0	0.0	0.0	0.0	0.0	1.1	2.8	2.7	2.7	0.0	0.0	0.0	0.0	0.0	3.4	4.1	4.9	4.9	1.5
AP U. S. Gov. & Politics	3.8	6.1	5.4	5.2	1.4	0.5	1.1	2.8	2.7	2.2	0.7	0.0	0.0	0.0	-0.7	3.5	3.8	4.6	5.3	1.8
AP U. S. History	8.5	5.5	5.2	6.6	-1.9	1.7	3.1	2.5	2.8	1.1	0.0	0.0	0.0	0.0	0.0	3.2	5.7	5.5	3.3	0.1
AP Human Geography	0.0	0.0	0.0	4.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	1.7	0.7	0.5	-0.4
AP World History	0.0	0.0	0.0	0.0	0.0	4.4	5.4	4.3	4.5	0.1	0.0	0.0	0.0	0.0	0.0	2.3	2.7	2.5	1.7	-0.6
AP French language, level IV	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.1	0.1	-0.2
AP French literature, level V	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.0	0.0	-0.2
AP Spanish language, level IV	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.2	0.1	0.1	-0.3
AP Art, Drawing	0.0	0.0	0.0	0.0	0.0	0.5	0.7	0.7	0.6	0.1	0.1	0.0	0.1	0.1	0.0	0.7	0.5	0.5	0.2	-0.5
AP Art, 2-Dimen. Design Portfolio	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	-0.2	0.0	0.1	0.3	0.2	0.2
AP Art, 3-Dimen. Design Portfolio	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	-0.2	0.0	0.0	0.0	0.1	0.1
At least one AP course passed	12.5	14.8	13.9	18.4	5.9	17.7	19.3	17.8	18.8	1.1	6.6	5.3	3.9	6.1	-0.5	14.2	19.8	17.9	13.6	-0.6

Table continues

Table I.2 (Continued) Percentage of Students in Grades 9 through 12 Who Received AP Course Credit by STAR High School, 2005-06 Through 2008-09

	Mathis High School					Odem High School					All Schools				
	06	07	08	09	2006 to 2009 Change	06	07	08	09	2006 to 2009 Change	06	07	08	09	2006 to 2009 Change
AP Course															
AP Biology	0.0	0.0	0.0	0.0	0.0	6.4	3.8	2.1	4.5	-1.9	1.0	1.4	1.4	1.0	0.0
AP Chemistry	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.2	0.1	-0.1
AP Physics B	2.3	0.0	0.0	0.0	-2.3	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.1	-0.2
AP Calculus AB	0.2	0.4	0.0	2.3	2.1	2.0	2.1	2.5	2.3	0.3	1.2	1.0	1.0	1.4	0.2
AP Calculus BC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.0	0.0	-0.2
AP Statistics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.6	0.5	0.5	-0.1
AP English Lang. & Comp.	2.2	4.6	7.3	8.7	6.5	0.0	0.0	0.0	0.0	0.0	4.2	4.7	4.6	4.7	0.5
AP English Lit. & Comp.	1.7	0.0	0.0	3.9	2.2	4.4	4.4	5.8	5.2	0.8	3.0	3.6	3.2	3.7	0.7
AP Microeconomics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.6	0.5	0.6	0.3
AP Macroeconomics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	1.1	1.8	1.8	1.0
AP U. S. Gov. & Politics	2.0	0.0	0.0	0.0	-2.0	0.0	0.0	0.0	0.0	0.0	1.7	1.7	2.3	2.4	0.7
AP U. S. History	2.5	2.3	4.2	6.0	3.5	4.1	4.7	7.1	1.6	-2.5	2.5	3.2	3.3	2.9	0.4
AP Human Geography	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.1	0.5	0.3
AP World History	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.8	2.2	1.8	1.7	-0.1
AP French language, level IV	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	-0.1
AP French literature, level V	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
AP Spanish language, level IV	0.0	0.0	0.7	0.4	0.4	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.0
AP Art, Drawing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.2	-0.1
AP Art, 2-Dimen. Design Portfolio	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
AP Art, 3-Dimen. Design Portfolio	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
At least one AP course passed	7.2	5.0	8.3	15.3	8.1	12.2	10.6	11.3	11.0	-1.2	12.5	13.7	12.8	13.9	1.4

Sources: Student course completion records from TEA for 2005-06 through 2008-09.

The characteristics of students who did and did not receive credit for at least one AP course in 2005-06 through 2008-09 are compared in Table I.3. Notably, economic advantage is associated with AP program success—the majority of students who received credit for at least one AP course did not qualify for free- or reduced-price lunches. In addition, females were more likely than males to receive credit for an AP course.

Table I.3. Characteristics of Students Receiving Credit and Not Receiving Credit for at Least One AP Course at STAR High Schools, 2005-06 Through 2008-09

Category	Passing At Least One AP Course				Not Passing At Least One AP Course			
	2005-06	2006-07	2007-08	2008-09	2005-06	2006-07	2007-08	2008-09
Hispanic	78.9%	80.2%	83.1%	81.2%	86.0%	86.6%	86.3%	83.4%
White	16.9%	15.1%	14.0%	14.5%	10.2%	10.2%	9.9%	8.6%
Other	4.2%	1.1%	2.9%	4.3%	3.8%	3.2%	3.8%	8.0%
Female	60.2%	62.2%	61.5%	59.8%	47.5%	47.7%	48.2%	49.7%
Male	39.8%	37.8%	38.5%	40.2%	52.5%	52.3%	51.8%	50.3%
Free/reduced lunch	43.3%	43.4%	47.0%	47.3%	65.5%	65.2%	64.2%	65.6%
No free/reduced lunch	56.7%	56.6%	53.0%	52.7%	34.5%	34.8%	35.8%	34.4%

Sources: Student course completion records from TEA for 2005-06 through 2008-09.

Notes. The numbers of students who passed at least one Advanced Placement (AP) course were 693 in 2005-06, 684 in 2006-07, 623 in 2007-08, and 622 in 2008-09. The numbers of students who did not pass at least one AP course were 4,762 in 2005-06, 4,323 in 2006-07, 4,274 in 2007-08 and 3,860 in 2008-09.

Advanced Placement (AP) Examinations. In May of each year, students who have completed AP classes may take national AP examinations prepared by the College Board. These examinations are offered in over 30 content areas in 16 disciplines. They contain both multiple-choice questions and free response items that require students to write essays, solve problems, and demonstrate other advanced skills. The examinations include Art, Art History, Studio Art, Biology, Chemistry, Computer Science, Economics, English (Language and Composition, Literature and Composition), Environmental Science, French, German, Government and Politics (Comparative, U.S.), History (European, U.S., and World), Latin, Calculus, Statistics, Music Theory, Physics, Psychology, and Spanish (Language, Literature).

In June, college and secondary school teachers score the examinations, and in July, students receive scores. AP examinations are scored using a 5-point scale:

- 5 = extremely well qualified,
- 4 = well qualified,
- 3 = qualified,
- 2 = possibly qualified, and
- 1 = no recommendation.

Individual colleges decide which AP examination scores they will accept in return for course credit or advanced placement.

Figure I.1 and Table I.4 present information on AP examination participation in STAR high schools from 2006 to 2009. In 2006, 558 students took AP examinations. Fewer students took AP examinations in both 2007 (465 students) 2008 (469 students), and 2009 (475). Table I.4 and Figure I.1 also report the number of examinations taken from 2006 to 2008. In 2006, 854 AP examinations were taken at STAR high schools. However, the number of exams taken was lower in each subsequent year.

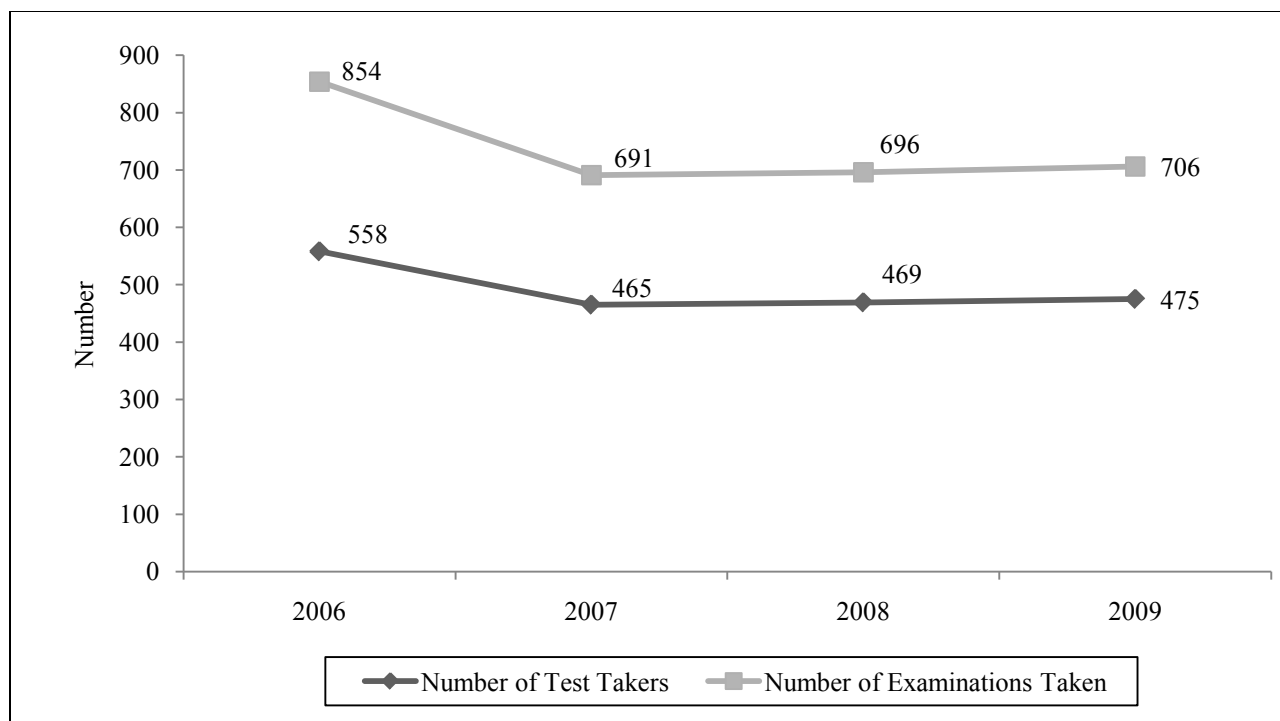


Figure I.1. AP examination participation at STAR High Schools, 2005-06 through 2008-09.

Sources: College Board Advanced Placement Examination Performance and Participation Overview reports for 2005-06, 2006-07, 2007-08, and 2008-09.

Also reported in Table I.4 (and Figure I.2) is the percentage of examinations having scores of 3 to 5 (typically considered the range of acceptable performance). While participation at both the student and examination levels decreased from 2006 to 2008, but returned to 10.8% in 2009.

Table I.4. AP Examination Performance of STAR High Schools, 2005-06 through 2008-09

Campus	2005-06	2006-07	2007-08	2008-09	2006-09 Change
Number of Test Takers					
Falfurrias HS	22	7	15	9	-13
Alice HS	279	278	249	246	-33
H. M. King HS	61	32	41	64	+3
Miller HS	141	122	105	87	-54
Mathis HS	33	18	43	49	+16
Odem HS	22	8	16	20	-2
Group Total	558	465	469	475	-83
Texas Public Schools	114,427	125,526	137,654	149,045	+34,618
All Public Schools	1,131,814	1,239,336	1,346,925	1,448,982	+317,168
Number of Examinations Taken					
Falfurrias HS	34	8	17	10	-24
Alice HS	419	416	414	390	-29
H. M. King HS	98	42	50	81	-17
Miller HS	236	188	144	137	-99
Mathis HS	43	29	55	63	+20
Odem HS	24	8	16	25	+1
Group Total	854	691	696	706	-148
Texas Public Schools	208,646	228,885	252,701	269,685	+61,039
All Public Schools	1,943,164	2,133,594	2,321,311	2,495,252	+552,088
Percentage of Scores 3-5					
Falfurrias HS	2.9%	0.0%	0.0%	0.0%	-2.9%
Alice HS	10.3%	6.5%	9.4%	6.7%	-3.6%
H. M. King HS	21.4%	47.6%	28.0%	49.4%	+28.0%
Miller HS	10.6%	5.3%	6.3%	5.1%	-5.5%
Mathis HS	2.3%	0.0%	1.8%	3.2%	+0.9%
Odem HS	4.2%	0.0%	6.3%	4.0%	-0.2%
Group Total	10.8%	8.2%	9.2%	10.8%	0.0%
Texas Public Schools	47.0%	46.0%	45.1%	46.4%	-0.6%
All Public Schools	57.5%	57.2%	55.7%	56.7%	-0.8%

Sources: College Board Advanced Placement Examination Performance and Participation Overview reports for 2005-06, 2006-07, 2007-08, and 2008-09.

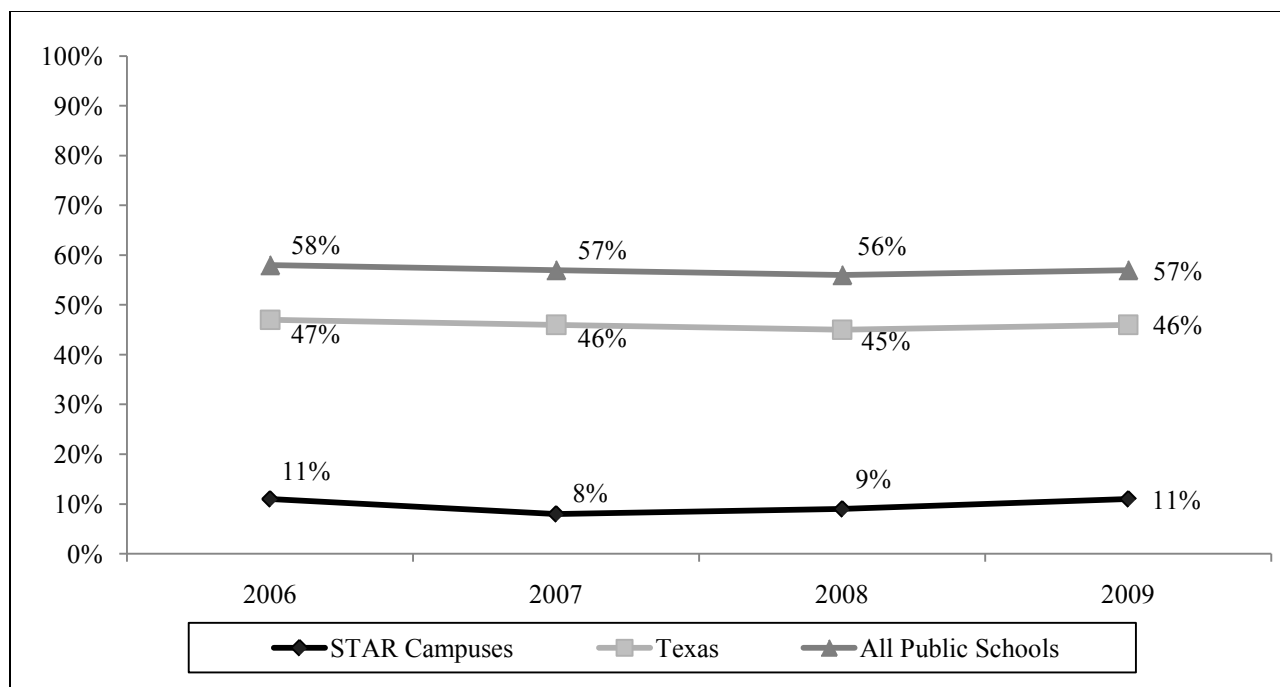


Figure I.2. Percentage of AP examination scores 3 or higher, 2006 through 2009.

Sources: College Board 2005-06 and 2008-09 school AP distributions and 2006-07 and 2007-08 District Integrated Summary reports.

Table I.5 reports the number of specific AP examinations taken and the percentage having scores of 3 or above at aggregated across STAR high schools.

Table I.5. STAR AP Examination Scores, 2005-06 through 2008-09

AP Examination	2005-06				2006-07				2007-08				2008-09			
	N		Grades 3 or Higher		N Exams	Grades 3 or Higher		N Exams	Grades 3 or Higher		N Exams	Grades 3 or Higher		N Exams	Grades 3 or Higher	
	Exams	%	N	%		N	%		N	%		N	%		N	%
Art History	4	1	25.0%	Mask	3	Mask ^a	Mask	0	--	--	1	Mask	Mask	1	Mask	Mask
Art : Studio 2D Design	7	3	42.9%		7	0	0.0%	8	4	50.0%	6	5	83.3%	6	5	83.3%
Studio Art-Drawing	10	3	30.0%		8	2	25%	8	1	12.5%	13	4	30.8%	13	4	30.8%
Biology	39	3	7.7%		32	3	9.4%	31	4	12.9%	16	5	31.3%	16	5	31.3%
Chemistry	8	0	0.0%		8	2	25.0%	1	Mask	Mask	7	2	28.6%	7	2	28.6%
Economics-Macro	38	2	5.3%		56	0	0.0%	44	3	6.8%	47	2	4.3%	47	2	4.3%
Economics-Micro	15	2	13.3%		0	--	--	0	--	--	1	Mask	Mask	1	Mask	Mask
English Lang. & Comp.	186	17	9.1%		138	14	10.1%	183	23	12.6%	183	24	13.1%	183	24	13.1%
English Lit. & Comp.	122	5	4.1%		109	5	4.6%	90	9	10.0%	131	5	3.8%	131	5	3.8%
French Language	5	1	20.0%		0	--	--	0	--	--	0	0	--	0	0	--
Gov. & Pol., U.S.	58	6	10.3%		51	2	3.9%	46	3	6.5%	54	3	5.6%	54	3	5.6%
European History	1	1	100.0%		4	Mask	Mask	1	Mask	Mask	1	Mask	Mask	1	Mask	Mask
U.S. History	98	8	8.2%		82	5	6.1%	121	6	5.0%	96	3	3.1%	96	3	3.1%
World History	99	5	5.1%		99	3	3.0%	83	1	1.2%	62	5	8.1%	62	5	8.1%
Human Geography	10	0	0.0%		17	0	0.0%	7	1	14.3%	8	0	0.0%	8	0	0.0%
Calculus AB	60	1	1.7%		35	6	17.1%	32	2	6.3%	41	7	17.1%	41	7	17.1%
Calculus BC	5	2	40.0%		0	--	--	1	Mask	Mask	1	Mask	Mask	1	Mask	Mask
Music Theory	1	0	0.0%		2	Mask	Mask	0	--	--	0	0	--	0	0	--
Physics B	0	0	0.0%		4	Mask	Mask	13	1	7.7%	3	Mask	Mask	3	Mask	Mask
Physics C, Mechanics	5	0	0.0%		1	Mask	Mask	0	--	--	1	Mask	Mask	1	Mask	Mask
Psychology	2	0	0.0%		0	--	--	0	--	--	0	0	--	0	0	--
Spanish Language	50	31	62.0%		16	9	56.3%	5	3	60.0%	7	4	57.1%	7	4	57.1%
Spanish Literature	3	1	33.3%		0	--	--	0	--	--	1	Mask	Mask	1	Mask	Mask
Statistics	28	0	0.0%		19	0	0.0%	22	2	9.1%	24	0	0.0%	24	0	0.0%
Totals	854	92	10.8%		691	57^b	8.2%	696	64^b	9.2%	704	75^b	10.7%	704	75^b	10.7%

Sources: College Board 2005-06 and 2008-09 school Advanced Placement distributions and 2006-07 and 2007-08 District Integrated Summary reports.

^aIn 2006-07, 2007-08, and 2008-09 scores are not reported when there are fewer than 5 examinations.

^bIncludes numbers that were masked in the rows above.

ATTENDANCE RATES

Regular school attendance is necessary for academic achievement. Attendance rates are indicators of students' commitment to learning as well as the ability of the school to meet students' academic needs. Figure I.3 shows the average attendance rates for all STAR campuses from 2006 through 2009. Also shown are peer campus attendance rates along with state averages. Although STAR attendance rates have improved they remain somewhat lower than both peer campuses and the state average in 2008-09.

Table I.6. Attendance Rates of STAR Schools, 2005-06 Through 2008-09

Group	2005-06	2006-07	2007-08	2008-09	2006-09 Change
Junior High and Middle Schools					
Falfurrias JH	91.6%	92.2%	91.8%	93.3%	+1.7%
Adams MS	91.6%	91.1%	92.1%	91.3%	-0.3%
Memorial MS	92.5%	92.9%	92.2%	92.8%	+0.3%
Driscoll MS	93.6%	93.9%	94.2%	94.8%	+1.2%
McCraw JH	94.6%	95.4%	95.0%	95.2%	+0.6%
Odem JH	97.0%	96.4%	95.8%	96.2%	-0.8%
Group Average^a	93.5%	93.7%	93.5%	93.9%	+0.4%
Group Peer Campuses^a	95.6%	95.8%	95.8%	95.7%	+0.1%
High Schools					
Falfurrias HS	90.0%	92.4%	87.9%	92.7%	+2.7%
Alice HS	89.3%	89.5%	89.7%	89.8%	+0.5%
H. M. King HS	92.0%	92.9%	93.1%	92.6%	+0.6%
Miller HS	90.8%	90.6%	89.2%	93.2%	+2.4%
Mathis HS	92.7%	89.4%	91.7%	90.7%	-2.0%
Odem HS	95.5%	95.7%	95.4%	95.0%	-0.5%
Group Average^a	91.7%	91.8%	91.2%	92.3%	+0.6%
Group Peer Campuses^a	93.8%	93.7%	93.6%	93.7%	-0.1%
STAR Average^a	92.6%	92.7%	92.3%	93.1%	+0.5%
All Peer Campuses^a	94.7%	94.7%	94.7%	94.7%	0.0%
State Average	95.5%	95.5%	95.5%	95.6%	+0.1%

Sources: STAR and peer data are from 2006-07 through 2009-10 Academic Excellence Indicator System (AEIS) campus non-TAKS performance indicators data files. State data are from 2006-07 through 2009-10 AEIS State Performance Reports.

^aSimple average.

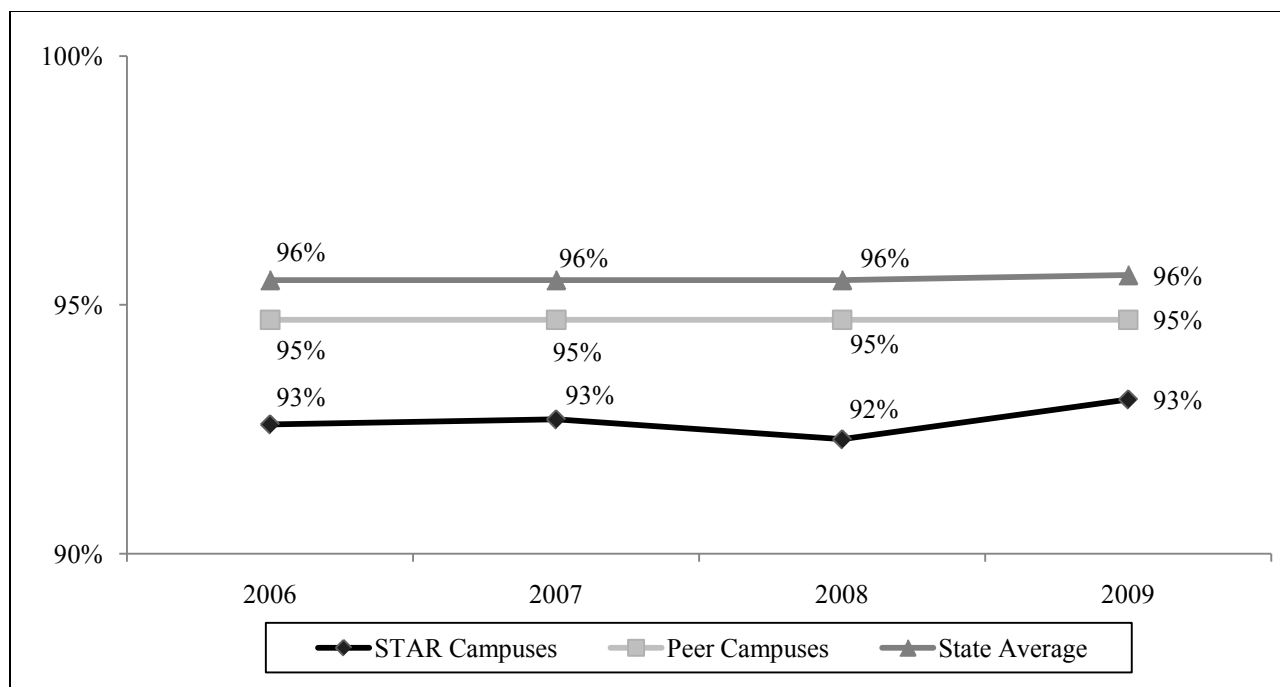


Figure I.3. Attendance rates of all STAR campuses, 2006 through 2009.

Sources: STAR and peer data are from 2006-07 through 2009-10 Academic Excellence Indicator System (AEIS) campus non-TAKS performance indicators data files. State data are from 2006-07 through 2009-10 AEIS State Performance Reports.

GRADUATION RATES AND OTHER MEASURES OF ACADEMIC PERFORMANCE

Graduation rates, advanced course completion rates, and Recommended High School Program/ Distinguished Achievement Program (RHSP/DAP) completion rates are also indicators of high school student and campus academic performance. Table I.7 presents 2005-06 through 2008-09 information on these measures for STAR high schools with comparison data provided for peer campuses and the state as a whole. The STAR graduation rate declined somewhat from 2006 to 2009. Peer campus and state average graduation rates increased marginally across this period.

Table I.7. Graduation Rates, Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) Completion Rates, and Advanced Course Completion Rates of STAR High Schools, 2005-06 Through 2008-09

Group	2005-06	2006-07	2007-08	2008-09	2006-09 Change
Graduation Rate					
Falfurrias HS	87.1%	81.4%	84.7%	88.4%	+1.3%
Alice HS	67.3%	58.6%	59.3%	61.8%	-5.5%
H. M. King HS	77.3%	71.1%	68.4%	72.1%	-5.2%
Miller HS	73.3%	63.7%	68.8%	68.8%	-4.5%
Mathis HS	70.2%	81.2%	94.5%	84.7%	+14.5%
Odem HS	88.5%	80.7%	87.5%	76.9%	-11.6%
Group Average^a	77.3%	72.8%	77.2%	75.5%	-1.8%
Peer Campuses^a	80.5%	78.0%	79.7%	80.7%	+0.2%
State Average	80.4%	78.0%	79.1%	80.6%	+0.2%
RHSP/DAP Completion Rate					
Falfurrias HS	70.0%	74.5%	75.4%	73.8%	+3.8%
Alice HS	92.7%	93.9%	91.4%	95.0%	+2.3%
H. M. King HS	86.7%	84.6%	90.5%	89.6%	+2.9%
Miller HS	67.6%	67.7%	70.9%	81.3%	+13.7%
Mathis HS	87.6%	93.8%	87.1%	94.8%	+7.2%
Odem HS	76.1%	73.6%	82.2%	88.5%	+12.4%
Group Average^a	80.1%	81.4%	82.9%	87.2%	+7.1%
Peer Campuses^a	84.2%	85.5%	87.1%	88.3%	+4.1%
State Average	75.7%	77.9%	81.4%	82.5%	+6.8%
Advanced Course Completion Rate					
Falfurrias HS	12.7%	17.5%	14.6%	21.0%	+8.3%
Alice HS	20.4%	21.0%	21.3%	23.9%	+3.5%
H. M. King HS	14.7%	15.7%	14.4%	18.4%	+3.7%
Miller HS	17.4%	19.6%	19.8%	16.8%	-0.6%
Mathis HS	10.8%	8.6%	14.5%	25.7%	+14.9%
Odem HS	14.0%	16.2%	19.0%	24.8%	+10.8%
Group Average^a	15.0%	16.4%	17.3%	21.8%	+6.8%
Peer Campuses^a	17.8%	18.1%	19.9%	20.9%	+3.1%
State Average	21.0%	22.1%	23.1%	24.6%	+3.6%

Sources: STAR and peer data are from 2006-07 through 2009-10 Academic Excellence Indicator System (AEIS) campus completion rates and campus non-TAKS performance indicators data files. State data are from 2006-07 through 2009-10 AEIS State Performance Reports.

^aSimple average.

Another measure of academic readiness is the RHSP/DAP completion rate. The RHSP requires 24 credits and more rigorous elective courses (e.g., fine arts, languages other than English) than the 22-credit minimum graduation plan. The DAP requires completion of RHSP requirements plus one additional credit in a foreign language and any combination of four advanced measures (e.g., a 3 or higher on an AP examination, a grade of 3.0 or higher on courses that count for college credit, an original, judged, research project, and a score on the PSAT that qualifies the student for recognition). Compared to the baseline year of 2005-06, there was a 7 point increase in the percentage of students in STAR schools who completed the RHSP/DAP in 2008-09. This increase exceeded gains for both peer campuses and the state average. In addition, compared to the state average, a higher percentage of students in STAR schools completed the RHSP/DAP in 2008-09 (87% vs. 83%). However, a lower percentage of students in STAR schools completed the RHSP/DAP compared to the peer campus average (87% vs. 88%).

Advanced course completions are another measure of rigorous academic preparation. Advanced courses include AP and IB courses along with higher-level core content area courses (e.g., pre-calculus, research/technical writing, economics advanced studies), advanced elective courses (e.g., French IV, Theatre Arts IV, Music IV Jazz Band), and dual enrollment courses for which a student gets both high school and college credit. Compared with 2005-06, STAR 2008-09 advanced course completion rates were 7 percentage points higher (22% vs. 15%). Peer campus and state average completion rate gains were smaller over the same time period. STAR high school students had greater advanced course completion rates than peer campuses (22% vs. 21%), but had smaller completion rates than the state average (22% vs. 25%).

COLLEGE ENTRANCE EXAMS

College entrance examination scores for both the SAT and ACT are reported to TEA. TEA includes the percentage of students taking the examinations, the average examination scores, and the percentage of students scoring at or above the criterion (1110 on the SAT and 24 on the ACT) in AEIS reports. Data are reported when students are scheduled to be seniors, regardless of when they took the examinations.

Table I.8 presents college entrance examination data for STAR high schools, peer campuses, and state averages. Data were gathered from the 2006-07 through 2009-10 AEIS files, but reported results are for the 2005-06 through 2008-09 school years. Between 2006 and 2009, the percentage of students in STAR schools taking college entrance examinations decreased by 8 percentage points. The peer campus and state percentages decreased by 2 percentage points and 4 percentage points, respectively. However, compared to peer campus and state averages, the percentage of Students in STAR schools taking college entrance examinations was higher than both comparison groups for all 3 years (Figure I.4). While participation was higher for STAR campuses, the percentage scoring at or above the criterion was slightly lower or slightly higher than the peer campus averages, and considerably lower than the state averages (19 to 21 percentage points lower than the state average). From 2006 through 2009, ACT and SAT average scores were generally stable for STAR and peer campuses and the state average. STAR campus average SAT scores were higher than the peer campus averages but lower than the state averages (Figure I.5). Yet STAR campus average ACT scores were lower than peer campus and state averages (Figure I.6).

Table I.8. College Entrance Examination Performance of STAR High Schools, 2005-06 Through 2008-09

Group	2005-06	2006-07	2007-08	2008-09	2006-09 Change
Percent Taking Exams					
Falfurrias HS	67.1%	72.8%	64.0%	49.3%	-17.8%
Alice HS	90.3%	86.7%	83.2%	83.6%	-6.7%
H. M. King HS	75.7%	76.0%	76.4%	60.3%	-15.4%
Miller HS	77.1%	73.4%	64.5%	57.8%	-19.3%
Mathis HS	70.9%	64.4%	55.2%	63.1%	-7.8%
Odem HS	77.6%	75.9%	83.9%	96.2%	+18.6%
Group Average^b	76.5%	74.9%	71.2%	68.4%	-8.1%
Peer Campuses^b	65.5%	68.7%	64.2%	63.7%	-1.8%
State Average	65.8%	68.2%	65.0%	61.5%	-4.3%
Percent at or Above Criterion					
Falfurrias HS	2.0%	11.9%	3.1%	5.7%	+3.7%
Alice HS	7.4%	9.2%	11.2%	11.2%	+3.8%
H. M. King HS	11.4%	11.0%	11.8%	15.8%	+4.4%
Miller HS	3.9%	6.5%	1.8%	2.4%	-1.5%
Mathis HS	8.2%	8.9%	6.3%	1.5%	-6.7%
Odem HS	11.1%	2.3%	3.8%	6.0%	-5.1%
Group Average^b	7.3%	8.3%	6.3%	7.1%	-0.2%
Peer Campuses^b	8.5%	7.9%	8.7%	9.2%	+0.7%
State Average	27.1%	27.0%	27.2%	26.9%	-0.2%
ACT Average					
Falfurrias HS	16.4	18.4	17.2	18.0	+1.6
Alice HS	17.7	17.5	18.6	18.5	+0.8
H. M. King HS	18.0	18.4	19.0	18.1	+0.1
Miller HS	15.8	16.2	16.1	16.9	+1.1
Mathis HS	16.2	16.8	16.6	15.1	-1.1
Odem HS	18.2	17.3	17.6	17.6	-0.6
Group Average^b	17.1	17.4	17.5	17.4	+0.3
Peer Campuses^b	18.1	17.8	18.0	18.1	0.0
State Average	20.1	20.2	20.5	20.5	+0.4

Table Continues

Table I.8. College Entrance Examination Performance of STAR High Schools, 2005-06 Through 2008-09 (Continued)

Group	Year				2006-09 Change
	2005-06	2006-07	2007-08	2008-09	
SAT Average					
Falfurrias HS	857	979	806	937	+80
Alice HS	918	1049	1065	961	+43
H. M. King HS	910	891	899	965	+55
Miller HS	794	864	794	805	+11
Mathis HS	1013	Mask	Mask	Mask	Mask ^a
Odem HS	885	870	893	962	+77
Group Average ^b	896	931	891	926	+30
Peer Campuses ^b	894	898	888	903	+9
State Average	991	992	987	985	-6

Sources: STAR and peer data are from 2006-07 through 2009-10 Academic Excellence Indicator System (AEIS) campus college and admission rate statistics data files. State data are from 2006-07 through 2009-10 AEIS State Performance Reports.

^aData are masked. The denominator is less than 5 (including 0).

^bSimple average.

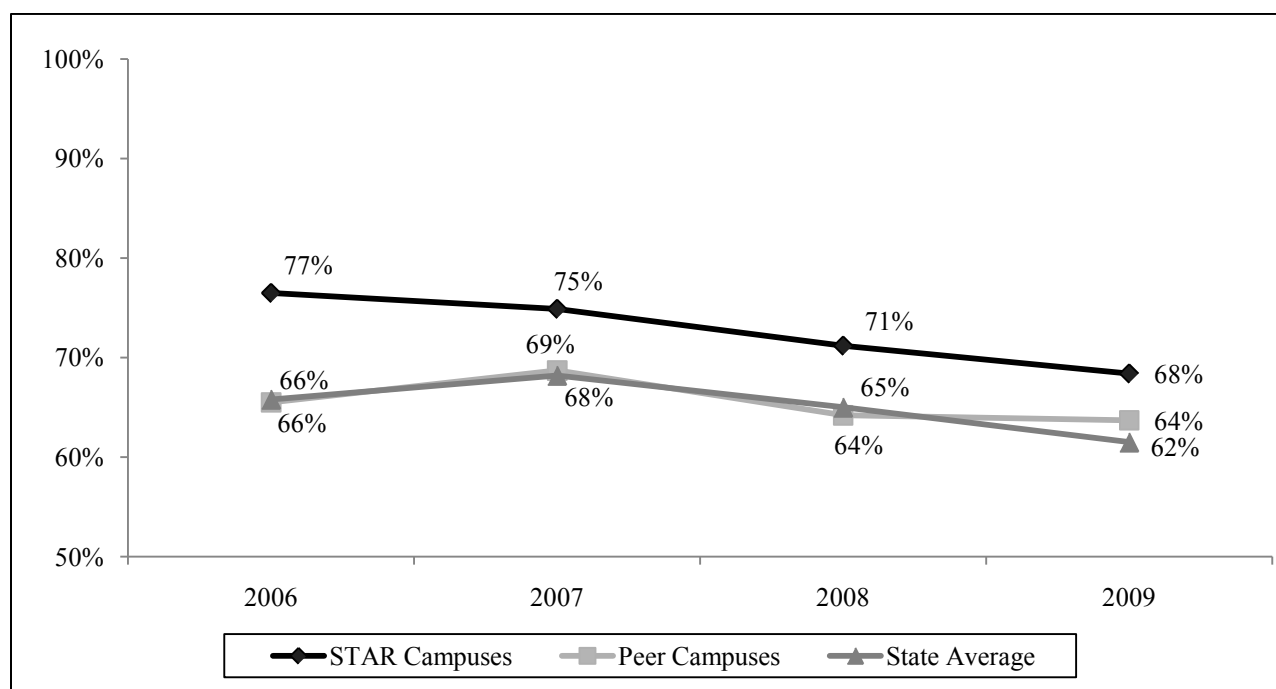


Figure I.4. Percentage of students taking college entrance examinations (SAT or ACT), 2006 through 2009.

Sources: STAR and peer data are from 2006-07 through 2009-10 Academic Excellence Indicator System (AEIS) campus college and admission rate statistics data files. State data are from 2006-07 through 2009-10 AEIS State Performance Reports.

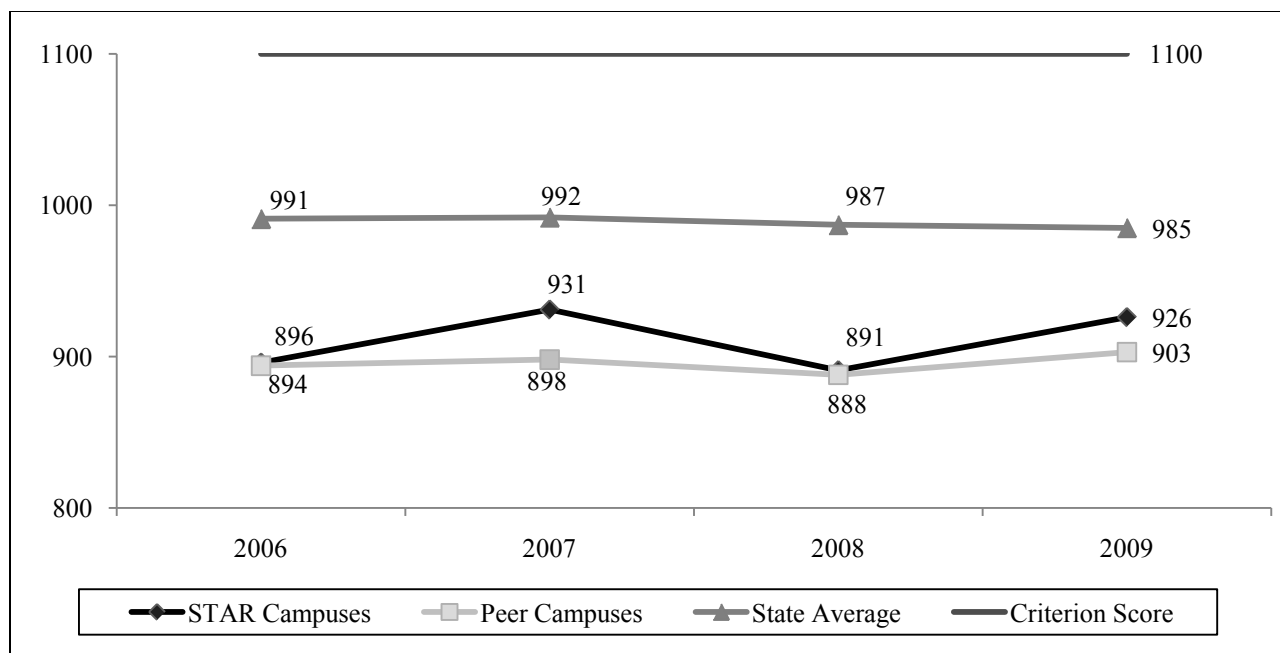


Figure I.5. Average performance on SAT college entrance examination (criterion score is 1100), 2006 through 2009.

Sources: STAR and peer data are from 2006-07 through 2009-10 Academic Excellence Indicator System (AEIS) campus college and admission rate statistics data files. State data are from 2006-07 through 2009-10 AEIS State Performance Reports.

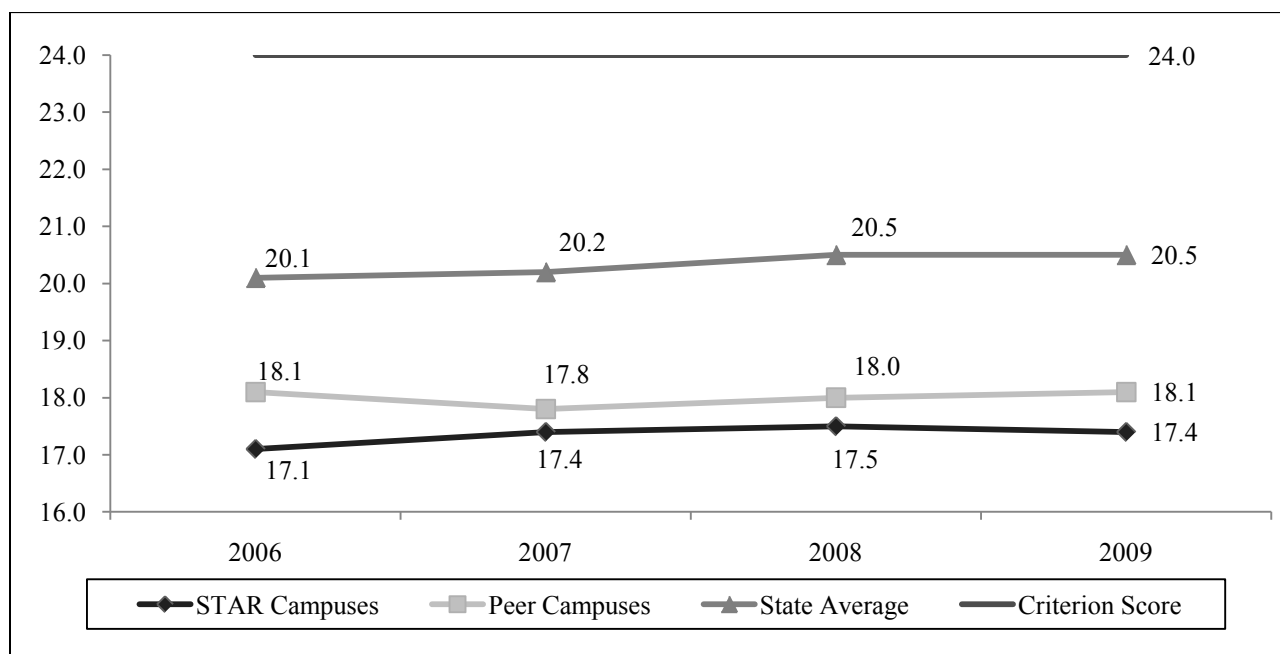


Figure I.6. Average performance on ACT college entrance exam (criterion score is 24), 2006 through 2009.

Sources: STAR and peer data are from 2006-07 through 2009-10 Academic Excellence Indicator System (AEIS) campus college and admission rate statistics data files. State data are from 2006-07 through 2009-10 AEIS State Performance Reports.

COLLEGE READINESS

In 2007, AEIS introduced an indicator of college readiness, the percentage of college-ready graduates. This indicator is a measure of progress toward preparation for postsecondary success. To be considered college-ready as defined by this indicator, a graduate must have met or exceeded specified criteria on the exit-level TAKS test, or the SAT, or the ACT. These criteria are listed in Table I.9.

Table I.9. College-Readiness Indicators and Criteria for the Class of 2006, 2007, 2008, and 2009

Subject	Exit-level TAKS		SAT		ACT
ELA	>= 2200 scale score on ELA test AND a “3” or higher on the essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Mathematics	>= 2200 scale score on mathematics test	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

Source: TEA AEIS Glossary for 2006-07, 2007-08, 2008-09, 2009-10.

As Table I.10 indicates, the percentages of STAR high school graduates who were college ready increased from 2006 to 2009 (by 7 percentage points in mathematics, 14 percentage points in reading, and by 12 percentage point in both subjects). Similar increases were reported for peer campuses and the state average. (See Figure I.7.) In mathematics, the percentage of 2008-09 STAR high school graduates who were college-ready (46%) was lower than the state average (60%) and the peer campus average (48%). In reading, the percentage of 2008-09 graduates from STAR schools who were college-ready (58%) was lower than the state average (62%) but higher than the peer campus average (54%). In both subjects, the percentage of graduates from STAR schools who were college-ready (36%) was also lower than the state average (47%) but higher than the peer campus average (35%). Relative performance of graduates from STAR schools was better in reading than in mathematics. In mathematics, the STAR deficit with the state average was 14 percentage points, while in reading the deficit was 4 percentage points.

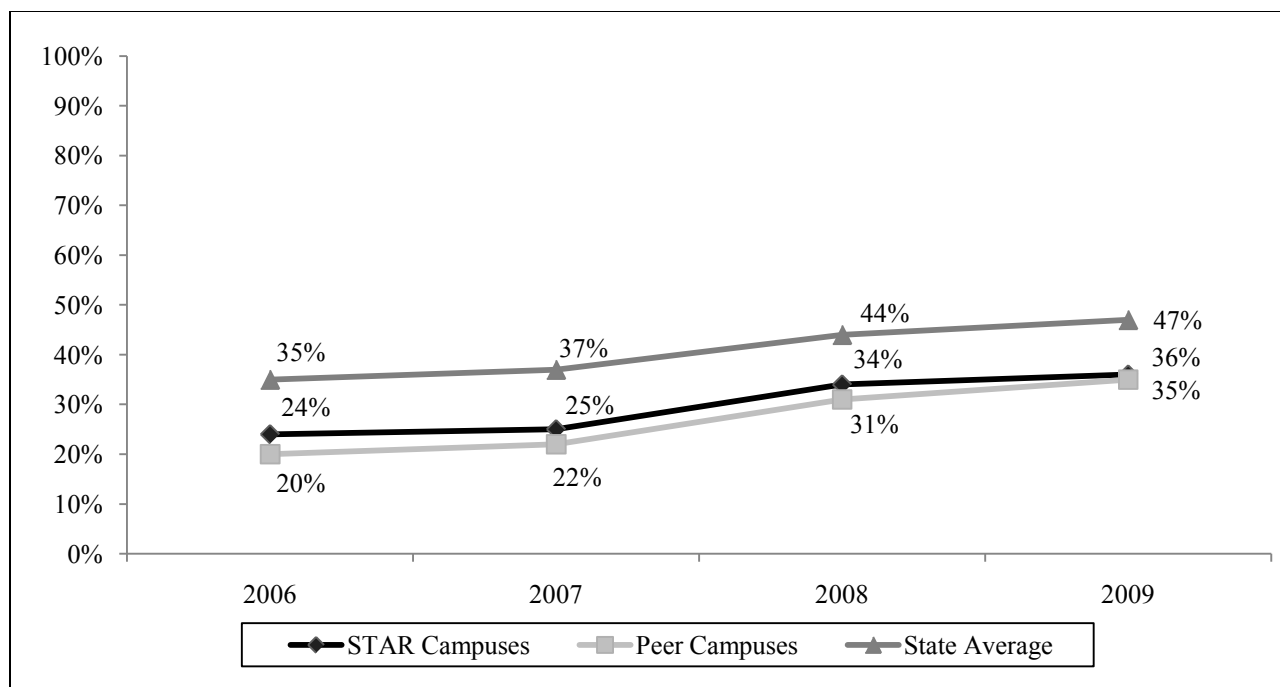


Figure I.7. Percentage of graduates college ready in both reading and mathematics, 2006 through 2009.

Sources: STAR and peer data are from 2006-07 through 2009-10 Academic Excellence Indicator System (AEIS) campus college and admission rate statistics data files. State data are from 2006-07 through 2009-10 AEIS State Performance Reports.

Table I.10. College Readiness Indicators by Comparison Group, 2005-06 Through 2008-09

Group	2005-06	2006-07	2007-08	2008-09	2006-09 Change
College Ready Mathematics					
Falfurrias HS	37%	48%	55%	45%	+8%
Alice HS	38%	38%	50%	57%	+19%
H. M. King HS	41%	49%	55%	47%	+6%
Miller HS	36%	44%	43%	39%	+3%
Mathis HS	39%	30%	32%	34%	-5%
Odem HS	42%	29%	44%	52%	+10%
Group Average^a	39%	40%	47%	46%	+7%
Peer Campuses^a	38%	43%	46%	48%	+10%
State Average	52%	56%	58%	60%	+8%
College Ready Reading					
Falfurrias HS	44%	70%	58%	57%	+13%
Alice HS	60%	56%	71%	72%	+12%
H. M. King HS	68%	64%	71%	73%	+5%
Miller HS	30%	30%	36%	46%	+16%
Mathis HS	21%	28%	34%	44%	+23%
Odem HS	39%	31%	49%	56%	+17%
Group Average^a	44%	47%	53%	58%	+14%
Peer Campuses^a	35%	38%	51%	54%	+19%
State Average	48%	49%	59%	62%	+14%
College Ready Both Subjects					
Falfurrias HS	26%	41%	28%	37%	+11%
Alice HS	29%	29%	34%	51%	+22%
H. M. King HS	32%	36%	33%	41%	+9%
Miller HS	16%	18%	28%	28%	+12%
Mathis HS	12%	13%	30%	20%	+8%
Odem HS	28%	10%	35%	37%	+9%
Group Average^a	24%	25%	34%	36%	+12%
Peer Campuses^a	20%	22%	31%	35%	+15%
State Average	35%	37%	44%	47%	+12%

Sources: STAR and peer data are from 2006-07 through 2009-10 Academic Excellence Indicator System (AEIS) campus college and admission rate statistics data files. State data are from 2006-07 through 2009-10 AEIS State Performance Reports.

^aSimple average.

ADDITIONAL CAMPUS OUTCOME MEASURES

The General Educational Development (GED) attainment rate is calculated by dividing the number of students in a particular cohort who received a GED by the number of students in the cohort. The Grades 9 through 12 dropout rate is calculated by dividing the number of dropouts in Grades 9 through 12 in a particular school year by the number of Grades 9 through 12 students who were in attendance at any time during that school year. Both GED and Grades 9 through 12 dropout rates are additional indicators of student and campus performance. Table I.11 reports longitudinal data on these indicators for STAR high schools as well as for peer campuses and the state.

Average STAR GED completion rates exceeded peer campus rates from 2006 through 2009 and exceeded state rates in 2007 and 2009. In addition, STAR high schools reported a slight increase (0.8 percentage point increase) in GED completion rates from 2006 through 2009. Over the same period, peer campus and state rates decreased (a 0.3 percentage point decrease for peer campuses and a 0.9 percentage point decrease for the state). From 2006 through 2009, the average STAR Grades 9 through 12 dropout rate exceeded the peer campus rate and the state average. Yet the decrease in the Grades 9 through 12 dropout rate at STAR campuses (1.5 percentage point decrease) exceeded the decrease at peer campuses (1.1 percentage point decrease) and at the state level (0.8 percentage point decrease).

Table I.11. GED Completion Rates and Dropout Rates of STAR High Schools, 2005-06 Through 2008-09

Group	2005-06	2006-07	2007-08	2008-09	2006-09
					Change
GED Completion Rate					
Falfurrias HS	0.0%	0.0%	2.3%	0.0%	0.0%
Alice HS	2.9%	4.9%	3.9%	6.5%	+3.6%
H. M. King HS	3.0%	4.1%	3.7%	2.0%	-1.0%
Miller HS	2.1%	3.7%	2.7%	4.0%	+1.9%
Mathis HS	2.5%	0.0%	0.0%	4.0%	+1.5%
Odem HS	1.3%	1.1%	0.0%	0.0%	-1.3%
Group Average ^a	2.0%	2.3%	2.1%	2.8%	+0.8%
Peer Campuses ^a	1.4%	1.1%	1.0%	1.1%	-0.3%
State Average	2.3%	2.0%	1.5%	1.4%	-0.9%
Grades 9-12 Dropout Rate					
Falfurrias HS	1.7%	4.6%	1.7%	0.9%	-0.8%
Alice HS	9.3%	11.2%	9.0%	7.3%	-2.0%
H. M. King HS	6.0%	7.1%	0.6%	3.4%	-2.6%
Miller HS	9.3%	9.4%	5.5%	3.9%	-5.4%
Mathis HS	1.3%	0.3%	0.8%	3.7%	+2.4%
Odem HS	2.8%	3.9%	4.0%	2.4%	-0.4%
Group Average ^a	5.1%	6.1%	3.6%	3.6%	-1.5%
Peer Campuses ^a	3.7%	3.8%	2.9%	2.6%	-1.1%
State Average	3.7%	3.9%	3.2%	2.9%	-0.8%

Sources: STAR and peer data are from 2006-07 through 2009-10 Academic Excellence Indicator System (AEIS) campus completion rates (GED completion rate) and campus non-TAKS performance indicators (Grades 9-12 dropout rate) data files. State data are from 2006-07 through 2009-10 AEIS State Performance Reports.

^aSimple average.

ENROLLMENT IN HIGHER EDUCATION

STAR seeks to increase the number of high school graduates who enroll in postsecondary educational programs. Thus, higher education enrollment rates are a key indicator of STAR's success. Table I.12 and Figure I.8 present data on the percentages of graduates from STAR campuses who entered Texas universities and community colleges or vocational programs. Information is presented for 3 years prior to project implementation (2004 through 2006) and for 3 years following project implementation (2007 and 2009). In 2009, 55% of graduates from STAR schools entered a postsecondary educational program in Texas—32% enrolled in a 4-year university and 24% enrolled in a community college or technical school. For each reported year, more than 45% of graduating seniors could not be located. These students may have enrolled in programs outside of Texas, delayed their enrollment, or chosen to forgo postsecondary education.

Compared with the baseline year of 2006, there was an increase in the percentage of graduates from STAR schools entering a 4-year university (a 2 percentage point increase), a community college or technical school (a 6 percentage point increase), and entering higher education in Texas (a 8 percentage point increase).

Table I.12. Graduates from STAR schools Entering Higher Education in Texas, 2004-2009

High School	University		Community/Tech		Total		Not located	
	N	Percent	N	Percent	N	Percent	N	Percent
Alice HS								
2004	107	34.5%	63	20.3%	170	54.8%	140	45.2%
2005	73	30.0%	49	20.2%	122	50.2%	121	49.8%
2006	92	35.3%	45	17.2%	137	52.5%	124	47.5%
2007	81	30.8%	59	22.4%	140	53.2%	123	46.8%
2008	85	34.7%	59	24.2%	144	59.0%	100	41.0%
2009	87	36.4%	63	26.4%	150	62.8%	89	37.2%
Falfurrias HS								
2004	30	27.8%	20	18.5%	50	46.3%	58	53.7%
2005	33	36.3%	5	5.5%	38	41.8%	53	58.2%
2006	27	30.0%	18	20.0%	45	50.0%	45	50.0%
2007	28	29.8%	22	23.4%	50	53.2%	44	46.8%
2008	20	16.9%	26	22.0%	46	39.0%	72	61.0%
2009	17	20.2%	22	26.2%	39	46.4%	45	53.6%
H. M. King HS								
2004	134	55.8%	20	8.3%	154	64.2%	86	35.8%
2005	104	44.1%	22	9.3%	126	53.4%	110	46.6%
2006	91	44.2%	14	6.8%	105	51.0%	101	49.0%
2007	96	49.5%	24	12.4%	120	61.9%	74	38.1%
2008	87	43.9%	29	14.6%	116	58.6%	82	41.4%
2009	106	48.2%	37	16.8%	143	65.0%	77	35.0%
Mathis HS								
2004	14	13.7%	31	30.4%	45	44.1%	57	55.9%
2005	18	19.6%	25	27.2%	43	46.7%	49	53.3%
2006	11	11.3%	27	27.8%	38	39.2%	59	60.8%
2007	21	21.9%	19	19.8%	40	41.7%	56	58.3%
2008	18	17.8%	18	17.8%	36	35.6%	65	64.4%
2009	27	21.6%	28	22.4%	55	44.0%	70	56.0%
Miller HS								
2004	51	16.4%	44	14.1%	95	30.5%	216	69.5%
2005	44	17.6%	50	20.0%	94	37.6%	156	62.4%
2006	38	14.5%	61	23.3%	99	37.8%	163	62.2%
2007	35	15.3%	60	26.2%	95	41.5%	134	58.5%
2008	23	9.7%	61	25.7%	84	35.4%	153	64.6%
2009	39	18.7%	58	27.8%	97	46.4%	112	53.6%

Table Continues

Table I.12. Graduates from STAR schools Entering Higher Education in Texas, 2004-2009
(Continued)

High School	University		Community/Tech		Total		Not located	
	N	Percent	N	Percent	N	Percent	N	Percent
Odem HS								
2004	24	31.2%	15	19.5%	39	50.6%	38	49.4%
2005	18	25.0%	19	26.4%	37	51.4%	35	48.6%
2006	31	43.7%	11	15.5%	42	59.2%	29	40.8%
2007	22	30.6%	12	16.7%	34	47.2%	38	52.8%
2008	29	39.7%	11	15.1%	40	54.8%	33	45.2%
2009	21	34.4%	13	21.3%	34	55.7%	27	44.3%
STAR 2004	360	31.4%	193	16.9%	553	48.2%	595	51.8%
STAR 2005	290	29.5%	170	17.3%	460	46.7%	524	53.3%
STAR 2006	290	29.4%	176	17.8%	466	47.2%	521	52.8%
STAR 2007	283	29.9%	196	20.7%	479	50.5%	469	49.5%
STAR 2008	262	27.0%	204	21.0%	466	48.0%	505	52.0%
STAR 2009	297	31.7%	221	23.6%	518	55.2%	420	44.8%
Change 04-09	--	+0.3%	--	+6.7%	--	+7.0%	--	-7.0%

Sources: Texas Higher Education Coordinating Board Postsecondary Enrollment by High School reports from 2003-04 to 2008-09.

Notes. Graduates enrolled in higher education for the fall of the year (e.g., 2009 is fall 2009). Statistics include only students entering Texas public and private institutions.

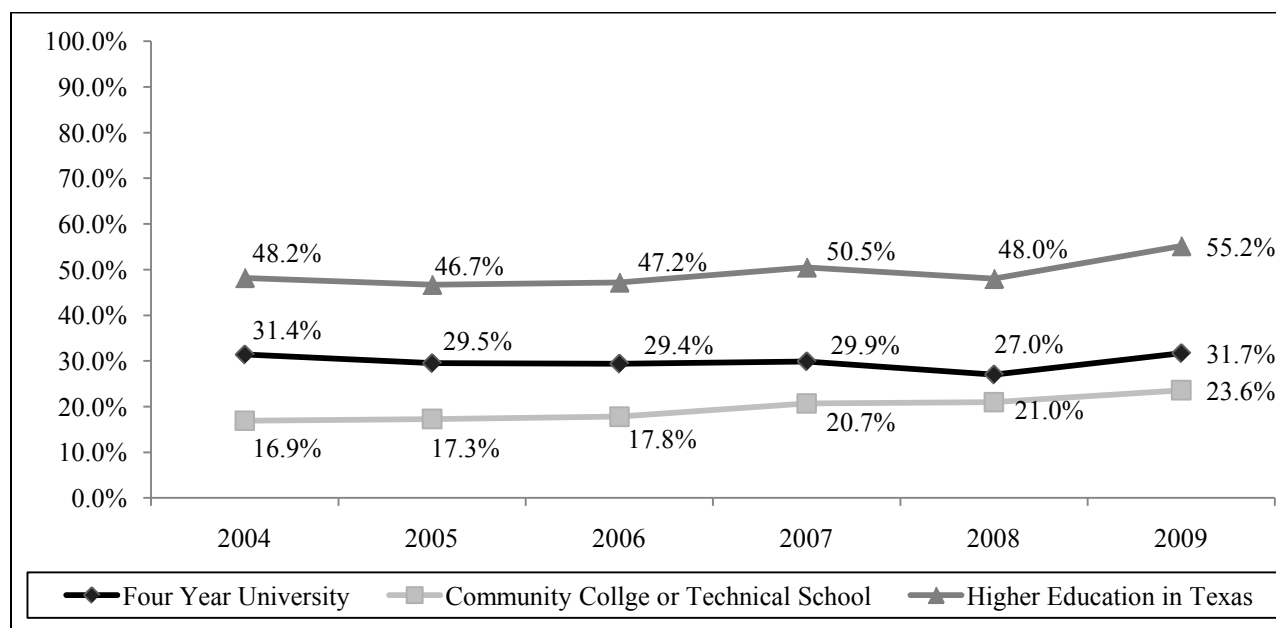


Figure I.8. Percentage of STAR high school graduates entering a 4-year university in Texas, a community college or technical school in Texas, and entering higher education in Texas, 2004 through 2009.

Sources: Texas Higher Education Coordinating Board Postsecondary Enrollment by High School reports from 2005-06 to 2008-09.

Texas Center for Educational Research

P.O. Box 679002

Austin, Texas 78767-9002

800.580.TCER (8237)

512.467.3632 512.467.3658 (fax)

tcer.org



